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ABSTRACT

This affirmative action (AA) guide is intended to identify and remove discriminatory employment practices that may still exist in the North Carolina State Department of Public Instruction (DPI). DPI extends equal employment opportunity (EEO) to all applicants and employees without regard to race, color, religion, sex, age, handicap, political affiliation, or national origin. Supervising personnel must make positive efforts to prevent discriminatory practices, including sexual harassment. The following policies, actions, and responsibilities are outlined: (1) EEO/AA Policy; (2) Sexual Harassment Policy/Plan; (3) policy dissemination; (4) program responsibilities; (5) a female and minority workforce analysis by survey of employment distribution by race and sex; (6) goals and timetables; (7) AA programs; and (8) program evaluation. Statistical data are included on 10 tables and 9 graphs. The following material is appended: (1) equal opportunity employment form; (2) exit interview form; (3) employee's performance evaluation form; (4) affirmative action list of recruitment sources; (5) recruitment and employment guidelines; (6) employment authorization/vacancy announcement form; (7) recommendation for employment/promotion/transfer form; and (8) six tables of statistical data on 1988 manpower information for affirmative action programs in North Carolina. (FMW)

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I. INTRODUCTION

The Department of Public Instruction is an equal opportunity employer. It is the policy of this department to ensure equal and fair treatment for all persons, regardless of race, color, religion, sex, age, handicap, political affiliation or national origin, in all employment practices.

Equal Employment Opportunity is the Law

It is mandated by Federal and State Legislation, Presidential Executive Orders and definitive court decisions.

Societal barriers have tended to discourage or preclude women and minority group members from participating fully in the opportunities presented by American life. Many discriminatory employment practices of the past remain so deeply embedded in basic institutions of society that these practices continue to have an extremely unequal effect on certain groups in our population, even when the employer has no conscious intent to discriminate.

The Department of Public Instruction has made considerable progress in removing barriers that tended to preclude women and minority group members from competing for jobs on an equal basis. However, there remains a need for positive, affirmative action to identify and remove those discriminatory practices which may still exist in this department's employment procedures.

Definition of Terms

Equal Employment Opportunity is an employer's posture that all personnel activities will be conducted in a manner as to assure equal opportunity for all. Such activities will be based solely on individual merit and fitness of applicants and employees related to the specific jobs and without regard to race, color, religion, sex, age, national origin, physical disability, political affiliation, or other non-merit factors.

Affirmative Action requires that an agency do more than ensure employment neutrality with regard to race, color, religion, sex, and national origin. As the phrase implies, affirmative action requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the affirmative action concept of the Executive Order is that unless positive action is undertaken to overcome the effects of systemic institutional forms of exclusion and discrimination, a benign neutrality in employment practices will tend to perpetuate the status quo ante indefinitely.

Annual Goal is an annual analysis target, expressed as both a number and a percentage, for placing minorities, women, and handicapped persons in a job group for which underutilization exists.

Applicant for Employment is a person who files a formal application (Form PD-107) or by some other means (resume', letter, request, etc.) indicates a specific desire to be considered for employment in an advertised vacant position.

Applicant Flow Data is a statistical compilation of employment applicants showing the specific numbers of each racial, ethnic, and sex group who applied for each job title (or group of job titles requiring similar qualifications) during a specified time period.

Discrimination is illegal treatment of a person or group based on race, color, national origin, religion, sex, handicap, or veteran status. The term also includes failure to limit the effects of past discrimination.

Sexual Harassment is a form of sex discrimination prohibited by NC General Statute 126.16 and EEOC Guidelines on Discrimination Because of Sex.

Handicapped Individual is any person who (1) has a physical or mental impairment which substantially limits one or more of his or her major life

activities; (2) has a record of such impairment, or (3) is regarded as having such an impairment. A handicap is "substantially limiting" if it is likely to cause difficulty in securing, retaining, or advancing in employment.

Life Activities are activities including but not limited to communication, ambulation, self care, socialization, evaluation, vocational training, employment, transportation, or adaptation to housing.

Mandatory Job Listing is the provision under Section 402 of the Vietnam Era Veterans Readjustment Assistance Act which requires covered employers to list suitable job openings with the local office of the State Employment Service and OFCCP guidelines.

Systemic Discrimination is employment policies or practices which, though often neutral on their face, serve to differentiate or to perpetuate a differentiation in terms of conditions of employment of applicants or employees because of their race, color, religion, sex, national origin, handicap or veteran's status. Systemic discrimination normally relates to a recurring practice rather than to an isolated act of discrimination, and may include failure to remedy the continuing effects of past discrimination. Intent to discriminate may or may not be involved.

Underutilization is employment of members of a race, ethnic, handicapped class, or sex group in a job or job group at a rate below their availability.

Minority is any person identified as Black, Hispanic, Asian, Pacific-Islanders, American-Indian, or Alaskan national.

Section A

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION POLICY

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION POLICY

The State Department of Public Instruction is committed to the provisions of the Civil Rights Act of 1965, the Age Discrimination Act of 1967, the Equal Pay Act of 1963, the Civil Rights Act of 1968, the Civil Rights Acts of 1866 and 1871, directives from the State Personnel Commission, and other applicable State and Federal laws. It is the policy of the Department that equal employment opportunity will be extended to all applicants and employees without without regard to race, color, religion, sex, age, handicap, political affiliation or national origin, and that positive efforts will be made by all supervising personnel to prevent discriminatory practices including sexual harassment.

Retaliation in any form against applicants/employees who make or file a charge of employment discrimination is prohibited.

In accordance with directives from the State Superintendent of Public Instruction appropriate action will be taken to ensure that all personnel transactions are handled in a fair and impartial basis. For information concerning these provisions, contact the Personnel Director or the EEO Officer.

Education Building, Room 113
Raleigh, North Carolina 27611
Phone: (919) 733-4300

APPROVED:

Bob Etheridge, State Superintendent
Department of Public Instruction

January 31, 1990
Date Approved

1.1

Section B

SEXUAL HARASSMENT POLICY/PLAN

SEXUAL HARASSMENT

I. Policy

It shall be the policy of the Department of Public Instruction tha employee shall engage in conduct that falls under the definition of sex harassment indicated below. No personnel decisions shall be made on th of granting or denial of sexual favors. All employees in the Departmen Public Instruction are guaranteed the right to work in an environment f sexual harassment. Sexual harassment shall hereforth be deemed as a fo sexual discrimination which is prohibited by North Carolina General Sta 126-16.

For the purposes of this policy sexual harassment is defined as deliberate, unsolicited and unwelcomed verbal and/or physical conduct o sexual nature or with sexual implications by a supervisor or co-worker (1) has or may have direct employment consequences resulting from the acceptance or rejection of such conduct; or (2) creates an intimidating hostile or offensive working environment; or (3) interferes with an individual's work performance. This definition does not include person compliments welcomed by the recipient or social interaction or relation freely entered into by state employees or prospective employees.

II. Objectives

A. To establish in the Department a work environment which is fre any conduct which can be determined to be within the realm of the defin of sexual harassment by:

1. disseminating the policy statement for the Department
2. providing information to assist employees in becoming awa sexual harassment through various means including in-serv workshops, training and literature.

B. To establish a procedure to report and to alleviate alleged conduct which has been identified as sexual harassment by:

1. establishing a grievance procedure
2. developing a disciplinary action program.

Each objective will be evaluated quarterly to determine the success rate of implementation.

IV. RESPONSIBILITY FOR IMPLEMENTATION

The primary responsibility and accountability for implementing this Sexual Harassment Plan lies with the State Superintendent.

This responsibility has been delegated to the Office of Personnel Management, the EEO Officer, supervisory personnel and finally to all employees. The Affirmative Action Advisory Committee will assist each of the above in carrying out the necessary requirements of the plan and also serve as the coordinator of program activities. Listed below are some of the responsibilities of each group:

Personnel Office

-- assisting in communicating the policy and plan to all employees

EEO Officer

-- serving as a resource person to all employees
-- advising where necessary all parties involved in cases alleging sexual harassment
-- investigating as appropriate cases of alleged sexual harassment

Management Personnel

-- administering and implementing the Department policy and plan
-- counseling employees when appropriate to eliminate sexual harassment
-- creating a work environment which is free of sexual harassment
-- preventing and correcting any sexual harassment activities

Employees

-- following the policy of the Department
-- reporting sexual harassment activities or behavior
-- assisting in the maintenance of a work environment free of sexual harassment

Affirmative Action Committee

-- coordinating the designing of in-service activities on sexual harassment
-- evaluating program activities
-- monitoring the procedure and disciplinary action of all alleged cases of sexual harassment
-- coordinating related activities

V. APPROACH/ACTION STEPS

A. Training

The in-service program will be a part of the affirmative action training activities. It will include awareness, sensitivity to, identification and definition of, disciplinary programs, state and federal laws, corrective steps and other pertinent information relative to sexual harassment.

B. Counseling

Where appropriate, those victims of sexual harassment who need professional counseling will be referred to those persons in state government or the local community service agencies which can provide this service.

C. Grievance Procedure

In the event that a complaintant does not feel comfortable discussing his/her case with the immediate supervisor for the initial complaint, he/she can by-pass the immediate supervisor and discuss his/her case with the chairperson of the Affirmative Action Committee or his/her designee.

D. Discipline

All cases alleging sexual harassment will be reviewed on an individual basis on the facts presented for the case. Any interference, coercion, restraint or reprisal against any person alleging sexual harassment is prohibited and will not be tolerated by the Department. All individuals will be given a fair and impartial hearing. Disciplinary action will be handled by the appropriate deputy/assistant superintendent with approval of the Department head.

E. Dissemination

The policy/plan will be communicated to all employees through the same vehicle as the Affirmative Action Plan, and will be posted in buildings where Public Instruction employees are housed.

F. Evaluation

The evaluation of this sexual harassment policy/plan will be done as a part of the Affirmative Action Plan evaluation.

Section C

POLICY DISSEMINATION

POLICY DISSEMINATION

I. Internal Policy Dissemination

A. Department Policies and Procedures Manual

A copy of the Equal Employment/Affirmative Action Policy is included in the Department Policies and Procedures Manual. Action Date: Continuing. Responsible Official: Personnel Director.

B. Management Meetings

Regular meetings are held with Managers to explain the intent of the Department's policy and their individual responsibilities for effective implementation. Action Date: Continuing. Responsible Official: State Superintendent/Deputy State Superintendent.

C. Employee Meeting

Managers/Directors are provided handout materials with instructions to brief their employees at staff meetings on the Equal Opportunity Program. Action Date: Continuing. Responsible Official: Managers/Directors.

D. Memorandum to All Employees

A memorandum reaffirming the Department's commitment to Equal Employment Opportunity will be issued by the Department Head on or about February 1 of each year. Responsible Official: State Superintendent.

E. Government Notices

Required state and federal Equal Employment Opportunity Notices are conspicuously posted in the Education Building on the bulletin boards listed below:

Office of Personnel Management, Room 113
Beside Room 1
The Snack Bar
The First, Second, Third, Fourth, and Fifth Floors

F. Employee Orientation

The Equal Employment Opportunity Policy is discussed in new employee orientation sessions. A copy of the Equal Employment Opportunity/ Affirmative Action Policy Statement will be included in each New Employee Packet. Action Date: Continuing. Responsible Official: Personnel Director.

G. Equal Employment Opportunity/Affirmative Action Plan

A copy of the Equal Employment Opportunity/Affirmative Action Plan will be sent to the offices of each Manager/Director upon approval by the EEO Division of the Office of State Personnel. Copies will be available for use and review by any employee of the Department and will be located in the Office of Personnel Management.

II. External Policy Dissemination

A. Recruitment Sources

All recruitment sources are notified in writing of the Department's Equal Employment Opportunity Policy. Action Date: Annually and Continuing. Responsible Official: Personnel Director.

B. Community Agencies, Organizations

Minority, women, veteran, handicapped and rehabilitation organizations are notified in writing at least annually of the Department's non-discrimination policy. Action Date: Continuing. Responsible Official: Personnel Director.

C. Communication Regarding Equal Employment Opportunity Written Program

An Equal Employment Opportunity brochure is provided to prospective employees. Action Date: Continuing. Responsible Official: Personnel Director.

Section D

PROGRAM RESPONSIBILITIES

PROGRAM RESPONSIBILITIES

1. Agency Head

The primary responsibility and accountability for implementing this Affirmative Action Program rests with the State Superintendent. Direction is provided to subordinates as necessary to carry out all actions required to meet the Department's equal employment opportunity commitment.

A. Participation in problem identification and goal setting.

B. Regular discussions with management, supervisors, and employees to be certain that Departmental policies and procedures are being followed.

C. Review qualifications of employees to ensure that minorities, handicapped and women are given full opportunity for transfers and promotions.

D. Take immediate action to prevent discrimination and harassment, including sexual harassment, of all employees.

E. Responsibility for compliance with Departmental policy of equal employment opportunity in all personnel actions under their supervision.

F. Delegate responsibility to the Personnel Director, the compliance officer and the affirmative action advisory committee for the development, implementation and monitoring of this plan.

II. Personnel Office

A. Posting job vacancy announcements on Departmental bulletin boards.

B. Sending job vacancy announcements to recruitment sources.

C. Responsibilities for adherence to the Department's Equal Employment Opportunity Policy in all relationships with employees and applicants for employment.

D. Inform applicants for employment about the Department's Affirmative Action Program including the sexual harassment policy.

E. Responsibility for advising all employees on issues addressed in the Personnel Policies and Procedures Manual.

F. Making copies of the Grievance Procedure and Affirmative Plan available for Departmental employees and applicants upon request.

G. Conduct career counseling for all employees.

H. Conduct exit interviews of all terminated employees.

I. Provide a program of orientation and training in equal employment and sexual harassment compliance for all managerial personnel and others who make or authorize personnel actions.

J. Provide specialized advice and counseling to Managers and employees in the Agency for the purpose of resolving complaints relative to affirmative action informally.

K. Designate a person to serve on the Agency Affirmative Action Advisory Committee.

L. Designate a person to serve as the Agency affirmative action resource person.

IV. Other Management

All management is personally responsible for providing equal opportunity to all employees with regard to work assignments, training, transfers, promotions, demotions, terminations and other conditions and privileges of employment. All management employees have been informed of the Department's Equal Employment Opportunity/Affirmative Action Policy.

It is the responsibility of Managers/Directors at all levels of management to regularly review the performance of their subordinates to be sure that non-discrimination is a fact.

All management is also responsible for, but not limited to, the following:

A. Assistance in the identification of problem areas and the establishment of goals.

B. Periodic audit of training programs, hiring and promotion patterns to remove impediments to the attainment of goals.

C. Review of qualifications of all employees to ensure that minorities, women, and handicapped employees are given full opportunities for transfers and promotions.

D. Career counseling for all employees.

E. Take action to prevent harassment of all employees.

F. Responsibility for compliance with Departmental policy of equal employment opportunity in all personnel actions under their supervision.

G. Insure that minorities, women and the handicapped have adequate representation and participation in all training programs.

V. Affirmative Action Advisory Committee

A. Periodically review Affirmative Action Plan and Equal Employment Opportunity program reports.

B. Serve as a forum where questions concerning the Affirmative Action Plan are raised, policy implications and purposes are discussed, and recommended improvements are made.

C. Advise and assist the EEO Officer and the Personnel Director on needed changes in the Affirmative Action Plan.

VI. EEO Officer Functions

A. Overall management of the Affirmative Action Program including membership on the departmental Affirmative Action Committee.

B. Assisting in the development, assessing and implementation of the written AA Department Plan.

C. Plan briefing conferences for Managers/Directors on the Departmental AA Plan.

D. Provide general information to Managers/Directors, women, minorities, the handicapped, and others on AA policies and procedures.

E. Assist in the counseling service to Department employees in all matters relative to career development.

F. On-going, periodic analyzing of the Department's workforce data to identify existing and potential EEO programs and/or needs; and workforce utilization and underutilization.

G. Monitoring the flow of protective groups through the Department by monitoring hiring, promotions, transfers and terminations.

H. Recommending to the Agency head areas of need to insure compliance with all State and Federal guidelines relative to our AA program.

Section E

FEMALE AND MINORITY WORKFORCE ANALYSIS

BY

SURVEY OF EMPLOYMENT DISTRIBUTION BY RACE AND SEX

DEPARTMENT OF PUBLIC INSTRUCTION

The December 31, 1989 Survey of Employment Distribution by Race and Sex reflects the underutilization of personnel in the following North Carolina SOC categories:

CATEGORY	WOMEN			MEN	
	White	Minorities	%	Minorities	%
Officials/Administrators	12	9	40.4	--	--
Management Related Occ.	--	4	10.3	--	--
Professional Specialty	--	1	6	15	10.2
Technicians/Technologists	--	--	--	1	33.3
Admin. Support/Clerical	--	--	--	28	24.4
Service and Skilled Crafts	4	3	80.0	--	--

The total workforce equals 800 permanent full-time employees as of December 31, 1989. Of this total 183 (22.9%) are minority employees. This represents an underutilization of minorities in the total workforce based on the population distribution of the State of 2.2% or 18 persons.

Women are underutilized in the Officials/Administrators category by a total of 21 (40.4%) persons, 12 white and 9 minority and in Management Related Occupations category by a total of 4 (10.3%) minority.

Women are overutilized in the Administrative Support/Clerical category by a total of 126 (86.3%) persons because of the historical and traditional attitude society and management have had concerning clerical work being assigned to women. Minority women are underutilized in the Professional Specialty category by a

total of 1 (2.6%) persons. There are two other categories where women ar underutilized, Service and Skilled Crafts. In the Service category, wome underutilized by 3 (100%) persons, 2 white and 1 minority; in Skilled Cra category by 4 (80%) persons, 2 white and 2 minorities.

Minority men are underutilized in three categories, Professional Specialty, Technicians/Technologists and Administrative Support/Clerical. They are underutilized in the Professional Speciality category by 15 (10. persons. Minority men are significantly underutilized in the Administrat Support/Clerical category by a total of 28 (24.4%) persons due to the tradition which reflects that this category is a primary or reserved area women. In the category Technicians/Technologists minority men are underutilized by 1 (33.3%) persons.

The December 31, 1989 Work Force/Labor Force Analyses, PM 863, indic permanent full-time handicapped employees are underutilized in the follow categories:

STANDARD OCCUPATIONAL CLASSES	NUMBER
Officials/Administrators	2
Management Related	1
Professional Specialty	2
Administrative Support/Clerical	9
Skilled Crafts	2

The above listed numbers are an average of the Occupation Specific L Force Criteria.

The following percentages are used in determining under/over utilization for the available State civilian workforce based on the population distribution of 1980 census. This also reflects updates provided by the Labor Market Information Division, Employment Security Commission of North Carolina, Affirmative Action Programs 1988. Data for 1989 were not available at this time.

The following percentages are used in determining under/over utilization for the available State workforce.

WOMEN 51.5% MINORITIES 25.1%

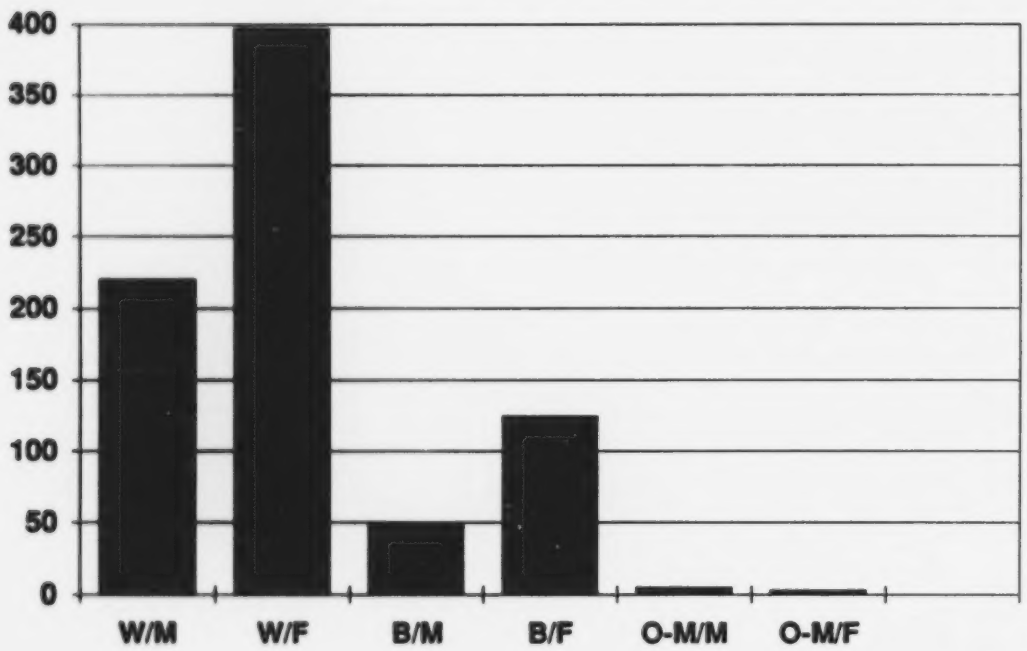
PREPARED BY
OFFICE OF STATE PERSONNEL

SURVEY OF EMPLOYMENT DISTRIBUTION
BY RACE AND SEX
AS OF 12/31/89

DEPARTMENT = DEPARTMENT OF PUBLIC INSTRUCTION

		*** WHITE MALE	*** WHITE FEMALE	*** WHITE TOTAL	*** BLACK MALE	*** BLACK FEMALE	*** BLACK TOTAL	** OTHER MINORITY ** MALE	** OTHER MINORITY ** FEMALE	** OTHER MINORITY ** TOTAL	** BY SEX ** MALE	** BY SEX ** FEMALE	TOTAL
OFFICIALS AND ADMINISTRATORS		59	27	86	9	3	12	1	1	2	69	31	100
	PERCENT	59.00	27.00	86.00	9.00	3.00	12.00	1.00	1.00	2.00	69.00	31.00	12.50
MANAGEMENT RELATED OCCUPATIONS		23	35	58	12	6	18	0	0	0	35	41	76
	PERCENT	30.26	46.05	76.32	15.79	7.89	23.68	0.00	0.00	0.00	46.05	53.95	9.50
PROFESSIONAL SPECIALTY		117	127	244	18	37	55	4	1	5	139	165	304
	PERCENT	38.49	41.78	80.26	5.92	12.17	18.09	1.32	0.33	1.64	45.72	54.28	38.00
TECHNICIANS & TECHNOLOGISTS		4	12	16	2	3	5	0	0	0	6	15	21
	PERCENT	19.05	57.14	76.19	9.52	14.29	23.81	0.00	0.00	0.00	28.57	71.43	2.62
SALES		0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ADMIN. SUPPORT INCLUD CLERICAL		6	195	201	6	76	82	0	1	1	12	272	284
	PERCENT	2.11	68.66	70.77	2.11	26.76	28.87	0.00	0.35	0.35	4.23	95.77	35.50
SERVICE		4	0	4	1	0	1	0	0	0	5	0	5
	PERCENT	80.00	0.00	80.00	20.00	0.00	20.00	0.00	0.00	0.00	100.00	0.00	0.62
FARMING, FORESTRY & FISHING		0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PRECISION PROD., CRAFT & REPAIR		3	1	4	1	0	1	0	0	0	4	1	5
	PERCENT	60.00	20.00	80.00	20.00	0.00	20.00	0.00	0.00	0.00	80.00	20.00	0.62
MACHINE OP., ASSEMBLERS & INSPECTORS		4	0	4	1	0	1	0	0	0	5	0	5
	PERCENT	80.00	0.00	80.00	20.00	0.00	20.00	0.00	0.00	0.00	100.00	0.00	0.62
TRANSPORTATION & MATERIAL MOVING		0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAT. HANDLERS, EQUIP. CLEANERS, HELP		0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS		220	397	617	50	125	175	5	3	8	275	525	800
	PERCENT	27.50	49.63	77.13	6.25	15.63	21.88	0.63	0.38	1.00	34.38	65.63	100.00

EMPLOYMENT DISTRIBUTION BY RACE & SEX
PUBLIC INSTRUCTION
DECEMBER 31, 1990



Section F

GOALS AND TIMETABLES

GOALS

Many have confused the term quotas with goals. A quota implies a fixed numerical requirement, whereas, a goal represents a commitment to an effort for a reasonable period of time to remediate the effects of past discrimination. The goals of the Department of Public Instruction represent reasonable, significant measurable and attainable steps toward equal employment with an affirmative action objective which states that:

> The primary equal employment objective for the Department of Public Instruction is to achieve, within a reasonable period of time, an employee race and sex profile for each position category which is an appropriate reflection of proper utilization as compared with the population statistics of North Carolina.

Nothing in this objective requires the hiring of unqualified minorities, women, or whites. Determination of who is qualified must be made in accordance with the job-related criteria. Secondly, this objective does not require firing or displacing present employees in order to hire new employees for affirmative action purposes. Thirdly, the primary objective does not foreclose opportunities for those not previously excluded.

Approximate Reflection of Proper Utilization

At this time, there is no precise measure as to what figures constitute truly proper utilization. The Supreme Court said in the Teamsters vs. the united States in 1977 that ...

> absent explanation, it is ordinarily to be expected that nondiscriminatory hiring practices will in time result in a workforce more or less representative of the racial and ethnic composition of the population in the community from which employees are being hired.

This does not require a rigid statistical balance between the Department's workforce and North Carolina population distribution. However, where representation of racial groups and females differs substantially from the population in any department, agency, or division, there is a strong presumption that discriminatory practices may be responsible. Therefore, the Department of Public Instruction is obligated to seek an employee profile of males and females of all ethnic categories in each job category that reflects the race and sex mix of people in the population who have the skills, training, and experience needed to do the job. Hence, an ultimate goal is established and defined as a percentage which reflects the proper utilization of a specific race/sex profile in each job category. Stated differently, goals should reflect what our workforce would look like if individual and institutional discrimination did not exist.

Reasonable Time

Reasonable time is used in the context of such length of time as may be allowed or required, depending upon such factors as anticipated turnover, expansion of contraction, availability of person with required skills, realistic appraisal of extent of skill necessary for particular jobs, time necessary to acquire such skill, and similar considerations. Reasonable time is defined in this document as a four-year period. This is contingent upon the above conditions being conducive for meeting our goals.

Immediate steps will be taken to assure that race, color, age, sex, national origin, handicaps or other non-merit reasons are not factors in compensation for employees or determination of opportunities for advancement. The need for such actions usually becomes apparent through careful examination of salary levels as they are delineated in the workforce utilization analysis.

The following affirmative action goals with concomitant objectives are identified to help the Department of Public Instruction meet its Equal Employment Opportunity obligations.

GOAL I: The workforce of the Department of Public Instruction will be reflective of the ethnic categories, both male and female, of the State of North Carolina.

Affirmative Action Need:

As vacancies for all positions with the Department become available the recommending administrator will recommend employees of various ethnic categories, both male and female, for all vacancies. In those position categories in which protected group members are underutilized, an inordinate search will be made to find and employ those individuals to alleviate underutilization.

GOAL II: All personnel transactions will conform to relevant equal employment assurances and guarantees (Uniform Selection Procedures Guidelines).

Affirmative Action Need:

1. Maintain personnel records in a manner consistent with applicable employment practices and laws and regulations and with the requirements of this plan.

2. The Office of Personnel Management will develop specific steps to be taken to assure the appropriate representation of males and females of various ethnic categories in its applicant pool to include an active affirmative action file.

3. The Office of Personnel Management will develop search strategies for identifying qualified males and females of

various ethnic categories for jobs in those categories in which minorities and women qualify.

4. The Office of Personnel Management will maintain at least the following records in support of this Affirmative Action Plan:

(a) Applicant flow by race, sex, national origin, and source of applicants.

(b) Hires by race, sex, and national origin.

(c) Initial placement after hired, department or school to which assigned, and position by race, sex, and national origin.

(d) Transfers, demotions, and promotions by race, sex, national origin; position and school or department from which transferred or promoted, and position and school or department to which transferred or demoted.

(e) Voluntary and involuntary terminations by race, sex, national origin, type of termination and reason thereof.

(f) A record of all employees receiving training by race and sex will be maintained.

Affirmative Action Need:

1. All personnel involved in the hiring process will be carefully selected and trained in matters relating to job demands and the capabilities of persons with certain handicaps to ensure equal access is provided.

2. The Office of Personnel Management will seek assistance from recruiting sources, including state employment agencies, state vocational rehabilitation agencies or facilities, sheltered

workshops, college placement officers, state education agencies, labor organizations of, or for, handicapped individuals to meet this goal.

3. The Department of Public Instruction invites all applicants and employees who have handicaps to identify themselves. The identification process will be handled in a discretionary manner. This information is to be used to reasonably meet the federal and state reporting requirements for:

   a. accommodation

   b. accessibility of the handicapped.

GOALS AND TIMETABLES
January 31, 1990

Department: Public Instruction

OCCUPATIONAL CATEGORY	T-E	NET UNDERUTILIZATION				ONE YEAR TARGETS				FOUR YEAR GOALS			
		MF	WF	MM	H	MF	WF	MM	H	MF	WF	MM	H
Officials/Administrators	100	9	12	-	2	2	3	-	1	9	12	-	2
Management Related Occupations	76	4	-	-	1	1	-	-	1	4	-	-	1
Professional Specialty	304	1	-	15	2	1	-	4	1	1	-	15	2
Technicians/Technologist	21	-	-	1	-	-	-	1	-	-	-	1	-
Skilled Workers	10	2	2	-	2	2	1	-	1	2	2	-	2
Administrative Support/ Clerical	284	-	-	28	9	-	-	7	2	-	-	28	9
Service	5	1	2	-	-	1	1	-	-	1	2	-	-
TOTAL	800	17	16	44	16	7	5	12	7	17	16	14	16

MF = Minority Female
WF = White Female
MM = Minority Male
H = Handicapped

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction **DIVISION:** _____

SOC CATEGORY: Officials/Administrators **SUB-CATEGORY:** _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	59	27	9	3	1	1	100	3	-	-
UNDERUTILIZED 12/31/89	-	-	12	9	-	-	21	2	-	-
		PLACEMENT GOALS								
1990 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
Assistant Superintendent	1	1					1			
Education Program Director II	3	2		1			3	1	-	-
Education Program Director III	2	1		1			2			
TOTAL THROUGH 1990	6	4		2			6	1		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

GCY/UNIV: Public Instruction DIVISION: _____

OC CATEGORY: Officials/Administrators SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	59	27	9	3	1	1	100	3		
UNDERUTILIZED 12/31/89	-	12	-	9	-	-	21	2		
		PLACEMENT GOALS								
1991-95 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
Assistant Superintendent	2	1		1			2			
Education Program Director I	5	4		1			5	1		
Education Program Director II	4	2		2			4			
Eucation Program Director III	4	2		2			4			
Applications Development Manager	2	1		1			2			
Education Research & Eval. Unit										
Director	2	1		1			2			
Division Directors	2	1		1			2	1		
TOTAL 1991-95										
TOTAL 1990-95	21	12		9			21	2		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Management Rel. Occupations SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	23	35	12	6	0	0	76	3		
UNDERUTILIZED 12/31/89				4			4	1		
		PLACEMENT GOALS								
1990 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
Accountants I and II	2			2			2			
TOTAL THROUGH 1990	2			2			2			

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Management Rel. Occupations SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	23	35	12	6	0	0	76	3		
UNDERUTILIZED 12/31/89				4			4	1		
		PLACEMENT GOALS								
1991-95 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
Accountants I and II	2			2			2			
Personnel Analyst II	1			1			1	1		
Staff Development Spec.	1			1			1			
TOTAL 1991-95	4			4			4	1		
TOTAL 1990-95										

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Professional Specialty SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	117	127	18	37	4	1	304	14		
UNDERUTILIZED 12/31/89	-	-	15	1	-	-	16	2		
		PLACEMENT GOALS								
1990 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
Education Consultant I	1			1			1			
Education Consultant II	1		1				1	1		
Building Systems Engineer I	1		1				1			
Comp. App. Programmer I,II,III	1		1				1			
Education Program Specialist	1			1			1	1		
Statistical Research Assistant I	1		1				1			
TOTAL THROUGH 1990	6		5	1			6	1		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Professional Specialty SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	117	127	18	37	4	1	304	14		
UNDERUTILIZED 12/31/89	-	-	15	1	-	-	16	2		
		PLACEMENT GOALS								
1991-95 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
Education Consultant I	4		3	1			4	1		
Education Consultant II	3		3				3	1		
Education Consultant III	3		3				3			
Building Systems Engineer I, II	1		1				1			
Computer App. Programmer I, II	2		2				2			
Artist Illustrator II	1			1			1			
Education Program Specialist	1			1			1			
Statistical Research Assistant I	1		1				1			
TOTAL 1991-95										
TOTAL 1990-95	16		13	3			16	2		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Administrative Support/Clerical SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	6	195	6	76	-	1	284	6		
UNDERUTILIZED 12/31/89	-	-	28	-	-	-	28	9		
		PLACEMENT GOALS								
1990 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
All Classifications	9		9				9	2		
TOTAL THROUGH 1990	9		9				9	2		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction **DIVISION:** _____

SOC CATEGORY: Admin. Support/Clerical **SUB-CATEGORY:** _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	6	195	6	76	-	1	284	6		
UNDERUTILIZED 12/31/89	-	0	28	-	-	-	28	9		
		PLACEMENT GOALS								
1991-95 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
All Classifications	28		28				28	9		
TOTAL 1991-95										
TOTAL 1990-95	28		28				28	9		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Publi Instruction DIVISION: _____

SOC CATEGORY: Skilled Workers SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	7	1	2				10			
UNDERUTILIZED 12/31/89		2		2			3	2		
		PLACEMENT GOALS								
1990 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
All Classifications	2	1		2			3	1		
TOTAL THROUGH 1990	2	1		2			3	1		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Skilled Workers SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	7	1	2				10			
UNDERUTILIZED 12/31/89		2	2				4	2		
		PLACEMENT GOALS								
1991-95 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
All Classifications	4	2		2			4	2		
TOTAL 1991-95										
TOTAL 1990-95	4	2		2			4	2		

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Service SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	4	-	1	-	-	-	5	-		
UNDERUTILIZED 12/31/89	-	2	-	1	-	-	3	-		
		PLACEMENT GOALS								
1990 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
All Classifications	2	1	1				2			
TOTAL THROUGH 1990	2	1	1				2			

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

JOB OPENING ESTIMATES/PLACEMENT GOALS FOR OCCUPATIONS IN WHICH PROTECTED GROUPS ARE UNDERUTILIZED
1990 AFFIRMATIVE ACTION PLAN

AGCY/UNIV: Public Instruction DIVISION: _____

SOC CATEGORY: Service SUB-CATEGORY: _____

EEO INFORMATION:	W/M	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
EMPLOYED 12/31/89	4	-	1	-	-	-	5	-		
UNDERUTILIZED 12/31/89	-	2	-	1	-	-	3	-		
		PLACEMENT GOALS								
1991-95 TARGET CLASSIFICATIONS:	OPG.	W/F	B/M	B/F	O/M	O/F	TOTAL	HDCP	MRTY	FMLE
All Classifications	3	2	-	1	-	-	3			
TOTAL 1991-95										
TOTAL 1990-95	3	2	-	1	-	-	3			

* Placement goals are to represent a net increase in employment which does not include placements of minority, female or handicapped workers that maintain their current representation levels.

Section G

AFFIRMATIVE ACTION PROGRAMS

AFFIRMATIVE ACTION PROGRAMS

Benefits and Conditions of Employment

All benefits and conditions of employment will be available to all employees of the Department of Public Instruction without regard to race, religion, sex, national origin, handicap, or age. Each employee will be informed of employee benefits in orientation sessions and will have equal opportunity to take advantage of such benefits.

Departmental Grievance Procedure

Any permanent State employee having a grievance arising out of or due to their employment and who does not allege discrimination because of age, sex, race, color, national origin, religion, creed, physical disability, or political affiliation will first discuss their problem or grievance with their supervisor and follow the grievance procedure established by the Department.

The employee has the right to present a problem or appeal free from interference, restraint, coercion, or reprisal. Such time off will be provided from regular duties as may be necessary and reasonable for the presentation and processing of grievances or appeals without loss of pay, vacation, or other "time credits."

The policy is specifically written in the Department of Public Instruction's Personnel Manual, Section 9, Pages 11-15.

Basically, the steps in the Grievance Procedure are as follows:

STEP 1 -- DISCUSSIONS BETWEEN EMPLOYEE AND IMMEDIATE SUPERVISOR

STEP 2 -- DISCUSSIONS BETWEEN EMPLOYEE AND DEPARTMENT PERSONNEL DIRECTOR

STEP 3 -- APPEAL TO THE GRIEVANCE AND APPEAL COMMITTEE

STEP 4 -- APPEAL TO THE OFFICE OF ADMINISTRATIVE HEARINGS (For employees who have a minimum of 5 years of continuous service only.)

Any employee who alleges discrimination should follow the steps listed on page 7.1 of this plan.

Disciplinary Actions, Demotions, Terminations

All disciplinary actions, demotions, and terminations of employees of the Department of Public Instruction will be handled according to the policy adopted by the State Personnel Commission under authority of the State Personnel Act without regard to race, religion, sex, national origin, handicap, or age.

Termination or reduction in force can be caused by dismissal or layoff due to cutback in funding of federal programs or deletion of programs or positions by the State Legislature.

It is and will be the policy of the Department of Public Instruction, in the event terminations are required for the reasons stated above, that these will be made in accordance with established procedures and without regard to race, religion, sex, national origin, handicap, or age. All terminations or reduction in force (whether voluntary or involuntary) will be monitored and analyzed to insure that no protective group is adversely affected.

Exit Interview Program

The Department of Public Instruction has established an Exit Interview Program in which each permanent employee separating from the Department is requested to participate. At that time, the employee completes the Exit Interview Report and reviews the responses with a staff member from the Division of Personnel during a confidential interview session. The written report is treated confidentially and is not available for review. In the event trends in terminations, allegations of discrimination, or other personnel matters become a concern for management, they will be brought to the attention of the Department Head. A copy of the Exit Interview Report is located in Appendix II-B.

Internal Reporting Procedures

It is the responsibility of the Personnel Director for the Department of Public Instruction to make an annual progress report to the Office of State Personnel. This report will be made in accordance with the guidelines set forth by the Office of State Personnel and will be compiled with the assistance of members of the Office of Personnel Services' staff. This report will be used to ensure that our Equal Employment Opportunity/Affirmative Action Plan is being followed and that equal employment opportunity does exist for all applicants and employees without regard to race, religion, sex, national origin, handicap, or age. Copies of all reports will be maintained in the Office of Personnel Management and will be made available upon request.

Personnel Policies and Procedures Manual

The Personnel Policies and Procedures Manual developed for use by the Department of Public Instruction and the State Personnel Department and Personnel Manual developed by the Office of State Personnel provide management with detailed specifics of personnel administration. It is recommended that reference be made to these sources for clarification as needed.

Recruitment

1. Each division will coordinate all recruitment efforts with the Office of Personnel Management which will develop a coordinated recruitment program with the Office of State Personnel and other sources.
2. The Office of Personnel Management will establish and maintain continuing relations with schools -- secondary, technical institutes, colleges, universities, and business and specialized schools which may have large numbers of minority, women, and handicapped students.

3. Referrals will be requested from governmental agencies and programs such as the State Employment Security Commission, community action organizations, vocational rehabilitation agencies, and others. (A listing of referral agencies can be found in the Appendix E.)
4. An interviewing program which will include at least three applicants representative of the ethnic, the sex, and the handicapped composition of available applicants.

Selection

The Department of Public Instruction's selection process for employment will be reevaluated quarterly by the Department Head and the Personnel Director to determine if changes, revisions, and/or new procedures are needed. At this time, the job requirements, job descriptions, standards and procedures, pre-employment inquiries, application forms, interviewing processes, training requirements, the referral procedures, and the final approval process will be examined. A copy of the Department's Selection Procedure can be found in Appendix F.

Training

The Department of Public Instruction has not provided a formal, structured training program for Managers/Directors during the past year relative to its Affirmative Action Plan.

Substantive information has been shared with Managers/Directors and others by the EEO Officer through memos, conferences and regularly scheduled staff meetings. This vehicle has worked well for the Department in the past but a structured training program will be developed and implemented this year. The Department's affirmative action committee will assist the EEO Officer and the Office of Personnel Management with the planning and implementation of a training program.

Section H

PROGRAM EVALUATION

PROGRAM EVALUATION

The Personnel Director and the EEO Officer have the assigned responsibility to provide operational direction of the Plan and its evaluation. Records of minorities and females are monitored and reported on for program evaluation purposes. These records are include applications, placements, transfers, promotions, and terminations. Personnel functions which may be responsible for discrimination will be identified and evaluated.

Areas of underutilization are identified and goals/timetables are established to correct utilization problems. These goals are based on the percentage of minorities and females in the population of North Carolina. Progress toward achieving the set goals are monitored by the Personnel Director and the EEO Officer for the department and reported to the agency head for action.

The Department of Public Instruction was reorganized during the 1989 calendar year. This was done due to a new administration which structured the Department to better meet the needs of its client population. Also, this reorganization was marked by a decrease in the number of full-time permanent employees from 964 on December 31, 1988 to 800 on December 31, 1989. This reflects a reduction of 164 full-time permanent positions or stated another way, a reduction of 17% of the full-time permanent work force of the Department. Although there was a significant reduction in the total work force of the agency, none of the protective groups were adversely affected by this action.

Another indication of this fact is noted when the overall percentage of minorities in the total work force is analyzed. December 31, 1988, minority representation in the total work force of the Department was 23.4%. On

December 31, 1989 the figure equalled 22.9%. This is an overall percentage reduction of .5% which is not a significant decrease.

The work force reduction did make if difficult and almost impossible to reach any of the Department of Public Instruction's goals for the year 1989. Now that the reorganization is complete a more concentrated effort can be exerted to reach the Department's 1990 Placement Goals.

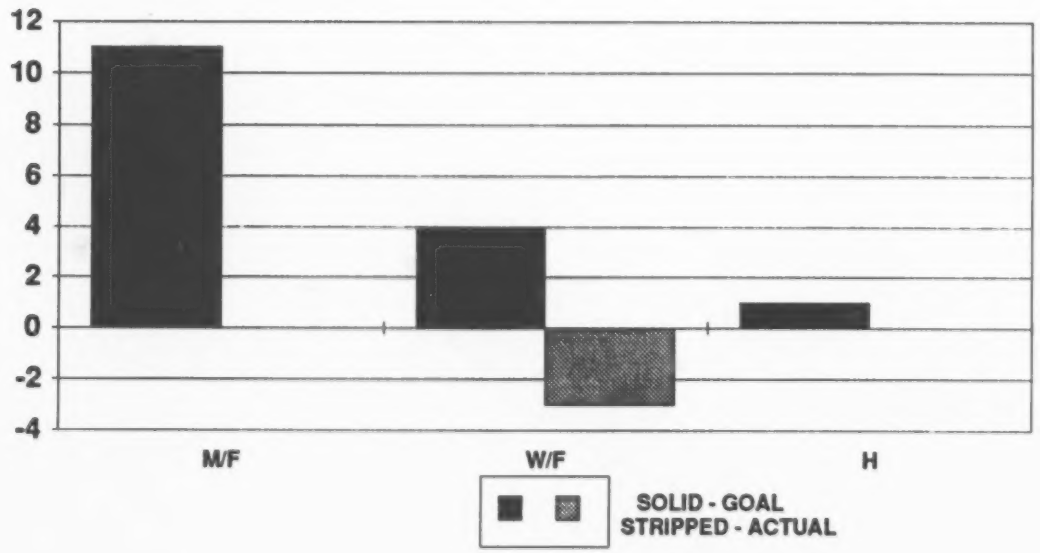
The Department of Public Instruction set one-year targets in seven Occupational Categories. In the Officials and Administrators category, the one-year target was 16 persons; 11 minority females, 4 white females, and 1 handicapped individual. The Department did not meet its goal of 11 minority females. In fact, there was no loss or gain of minority females in this category. The goal of 4 white females was also not met. There was a loss of 3 white females in that area. The goal of 1 handicapped person was not met.

In the Management Related Occupations category, the goal was the addition of 5 minority females, and 1 handicapped person. The Department did not reach its goal of 5 minority females. There was a decrease of 2 minority females in this category. The employment goal of 1 handicapped person was not met.

The goal set for the Professional Specialty category was an increase of 4 minority males and 1 handicapped persons. The goal for minority males was not met. There was a loss of 4 minority males in this category and again the handicapped goal was not met. The category Precision Production, etc. goal was not met which was 1 white female, 1 minority female and 1 handicapped.

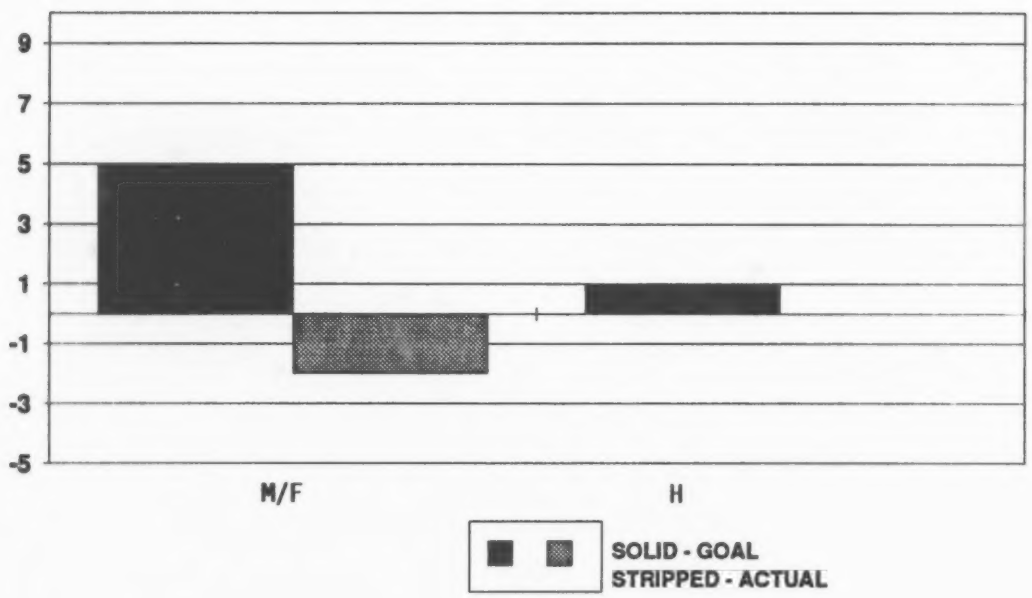
There has not been any improvement in reaching the minority male goal in the Administrative Support/Clerical category. The Department set as its one-year goal the hiring of 7 minority males. No minority males were employed during this plan period. Also, the Department did not reach its goal in this

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
OFFICIALS/ADMINISTRATORS



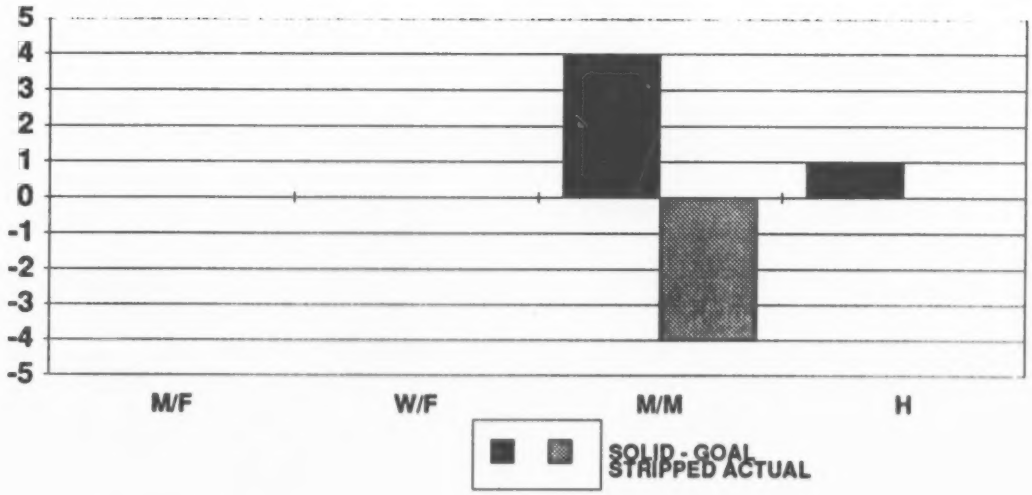
8.2.1

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
MANAGEMENT RELATED OCCUPATIONS



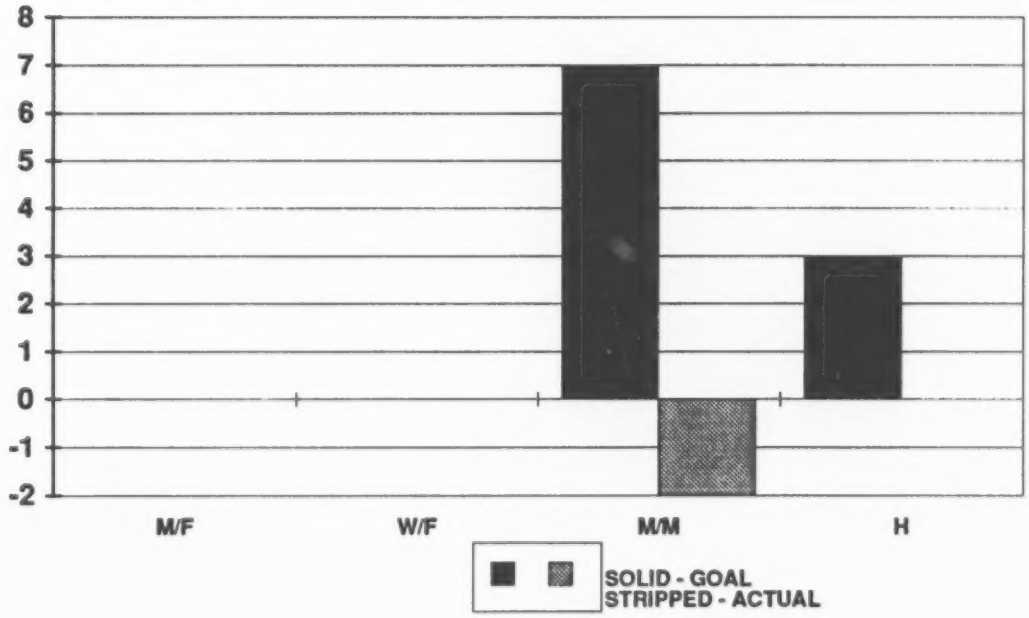
8.2.2

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
PROFESSIONAL SPECIALTY



8.2.3

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
ADMIN. SUPPORT/CLERICAL



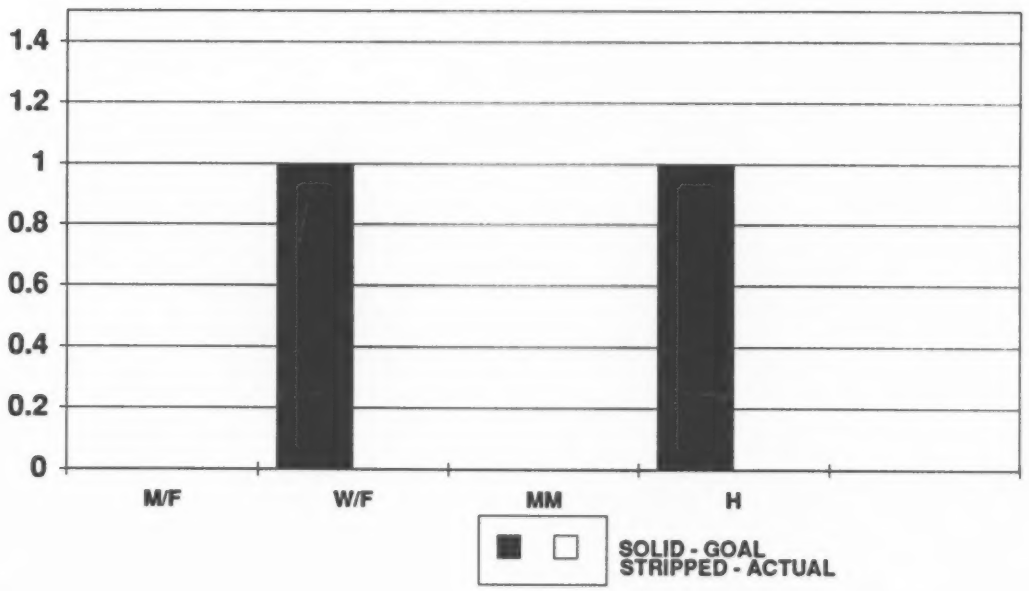
8.2.4

category of employing 3 handicapped persons. The listed goals were not met in several other categories Service and Machines Operators, etc.

The Department of Public Instruction and the Controller's Office were merged into one Department as of February 1, 1989. This evaluation reflects the consolidation of those two Departments.

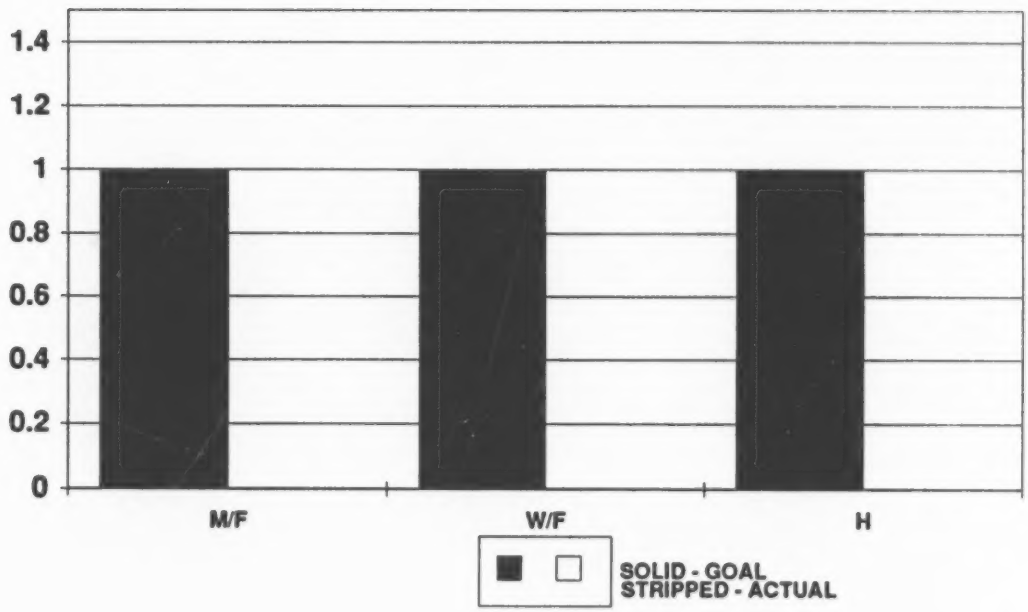
Employing managers were provided regularly with information relative to the implementation of this affirmative action plan as it related to present studying, progress, weak areas and efforts toward meeting agency goals. All of this information was reviewed and evaluated with the assistance of EEO officer. Plans and strategies were then developed to assist each employing manager in the implementation of the Plan towards the goals and time tables which have been established. As part of the annual evaluation system, managers will be held accountable through the WPPR process at all levels for the on-going implementation and progress of the Department's Affirmative Action Plan. Since the Department's goal is racial and sexual parity with the population distribution of the State, it is reasonable to assume that within the next one-two years, the goal of 25.1% minority employment can be reached. At present 22.9% of the Departments full-time permanent employees are minority employees. The Department of Public Instruction is committed through all employing managers to reach its stated goal.

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
SERVICE



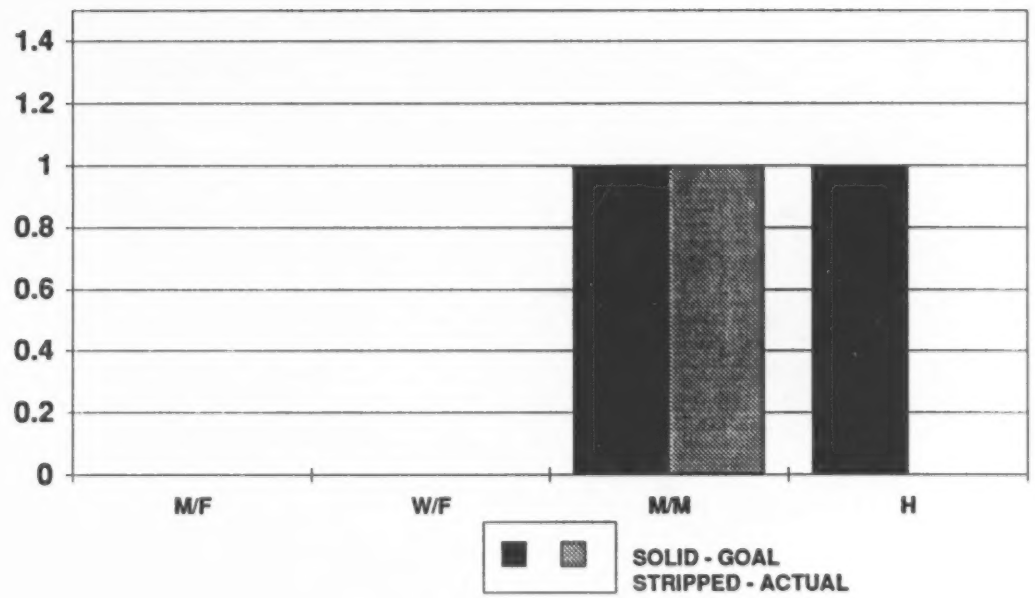
8.3.1

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
MACHINE OPERATORS, ETC.

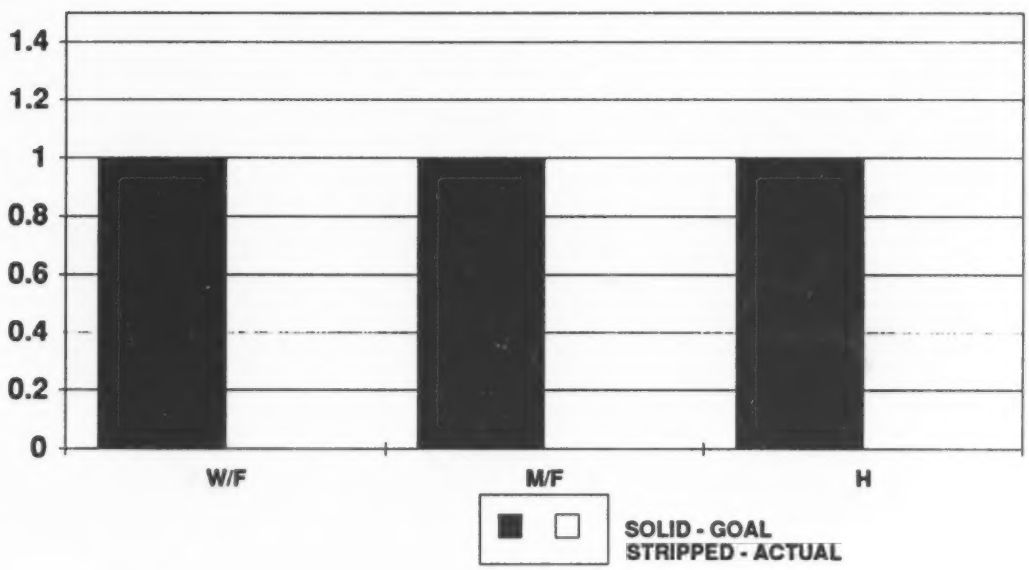


8.3.2

PUBLIC INSTRUCTION
PLACEMENT GOALS - 1989
TECHNICIANS/TECHNOLOGISTS



PUBLIC INSTRUCTION
PRECISION PRODUCTION, ETC.
PLACEMENT GOALS - 1989



8.3.4

APPENDICES

APPENDIX A

AA Emp. Form #1

DEPARTMENT OF PUBLIC INSTRUCTION

1. Vacant Position _____ Position Number _____

   Division _____

2. Vacancy Announcement: Yes ____ No ____

3. Please check one of the following:

   a. New Hire _____

   b. Promotion _____

   c. Demotion _____

   d. Transfer _____

   e. Other _____

      Specify _____

4. List the number of employees in the Division or Section:

   Total _____ M _____ F _____ Minority M _____ F _____ White M _____ F _____

5. Applications Received:

   Total _____ M _____ F _____ Minority M _____ F _____ White M _____ F _____

6. Applicants Interviewed:

   Total _____ M _____ F _____ Minority M _____ F _____ White M _____ F _____

7. List the names of the final three candidates in alphabetical order. Place an asterisk by the candidate being recommended for the position. Identify the race/sex of each candidate.

   a. _____

   b. _____

   c. _____

_____ _____

Cabinet Member Date

_____ _____

EEO Officer Date

_____ _____

State Superintendent/Designee Date

(The Department of Public Instruction is an Equal Opportunity Employer)

APPENDIX B

NC Department of Public Instruc

EXIT INTERVIEW REPORT

NAME:_____ SOCIAL SECURITY #: _____

DIVISION:_____ LAST DAY OF ACTUAL WORK: _____

CLASSIFICATION TITLE:_____ ORIGINAL EMPLOYMENT DATE:_____

Why are you leaving the Agency?_____

_____

_____

If you are leaving for another job, what advantages do you feel your new job over your job here?_____

_____

_____

What do you think of the Agency as a place to work?_____

_____

What do you like most about the Agency?_____

_____

_____

Least?_____

_____

What did you like about your job?_____

_____

Were there things about your job you did not like? If yes, would you elabora

_____

_____

Do you think the people in the area in which you worked are satisfied?_____

If not, why?_____

_____

_____

(OVER)

North Carolina Department of Public Education

wppr

Work Planning and Performance Review

APPENDIX C

Name: _____ Appraised by: _____

Position Classification: _____ Title: _____

Agency/Area/Division: _____ Date: _____

PD-300

DIRECTIONS:

1. Read instructions carefully in the WPPR Supervisor/Employee Handbook and complete the form.
2. Carefully complete parts I and/or II, Overall Performance Appraisal Rating, Overall Performance Appraisal Summary, Employee and Supervisor Comments, and Plan for Improvement.
3. Be sure the form is signed by all respective parties.
4. Forward original to the Division of Personnel. Copies may be retained for employees and supervisors.

GOALS:

- Manage Performance
  - increase and improve communication regarding work
  - clarify goals, priorities, and expectations
  - monitor and assess performance
  - provide feedback regarding results and observed performance
  - correct performance problems
- Develop Employees
  - Evaluate performance, assessment of strengths and weaknesses, developmental planning and developmental activities
- Provide a sound basis for making personnel management decisions
- Clarify the relationship between an employee's work assignment and the goals of the work unit and the agency, and
- Improve both supervisor and employee performance through more effective two-way communication

C-2

DEFINITIONS OF LEVELS OF PERFORMANCE:

LEVEL OF PERFORMANCE		DEFINITION
Exceeds Expectations	5	Performance is consistently outstanding. Tasks/activities are being accomplished at the highest level of performance. Employee seeks to expand scope of tasks/activities and assumes additional responsibilities.
Above "Meets Expectations"	4	Performance on tasks/activities is occasionally outstanding. Some aspects of performance are at the highest level, while other aspects of performance are at the normal level expected.
Meets Expectations	3	Employee performs all tasks/activities in a comprehensive manner and needs only general supervision. Performance is at the expected level. Employee's work is usually independent.
Below "Meets Expectations"	2	Some aspects of performance are at the normal level expected, while other aspects of performance are at a minimum level and need improvement. Employee's work is occasionally independent, more than expected [illegible]
Does Not Meet Expectations	1	Few aspects of performance are at the level expected and many improvements are needed. Close and frequent supervision is necessary. Actual performance does not meet expectations of the position.

OVERALL PERFORMANCE APPRAISAL RATING:

Circle appropriate rating. (See definitions of levels of performance.)

5 4 3 2 1

OVERALL PERFORMANCE APPRAISAL SUMMARY:

Summarize in narrative form what the overall numerical rating indicates.

84

85

NOTE: Any additional pages should be noted and attached to this form and must be signed by the employee, [illegible]

BEST COPY AVAILABLE

EMPLOYEE COMMENTS:

SUPERVISOR COMMENTS:

PLAN FOR IMPROVEMENT OF PERFORMANCE AND MAINTENANCE OF HIGH PERFORMANCE LEVELS:

Analyze performance strengths and deficiencies indicating areas needing correction, reinforcement and possible professional development objectives to be undertaken by employee. (May be jointly prepared by supervisor and employee.)

SIGNATURES: *YOUR SIGNATURE DOES NOT INDICATE AGREEMENT WITH THE REVIEW - ONLY THAT YOU HAVE HAD THE OPPORTUNITY TO REVIEW IT WITH YOUR SUPERVISOR.

*Employee _____ Immediate Supervisor _____ Department Head _____

Date _____ Date _____ Date _____

BEST COPY AVAILABLE

wppr

NAME _____

Page ___ of ___

Signatures

EMPLOYEE _____ IMMEDIATE SUPERVISOR _____ DEPARTMENT HEAD OR DESIGNEE _____

*Your signature indicates that you and your supervisor have discussed and mutually agree on this work plan.

I ASSIGNMENTS OCCURRING ON A REGULAR BASIS	PERFORMANCE EXPECTATIONS	RATING 1,2,3,4, or 5	ACTUAL PERFORMANCE AND COMMENTS
PRIMARY JOB RESPONSIBILITY: broad, individual elements of the job that are used in the performance appraisal program			
CRITICAL TASKS: tasks that are so important that inadequate performance of these tasks means that overall performance is not acceptable	**DESCRIPTORS:** criteria used to measure performance (quality, quantity, timeliness, cost, effectiveness, manner of performance and method)		
PRIMARY JOB RESPONSIBILITY:			
CRITICAL TASKS:	**DESCRIPTORS:**		

C.4

88

89

PRIMARY JOB RESPONSIBILITY:

CRITICAL TASKS:	DESCRIPTORS:		

C.5

PRIMARY JOB RESPONSIBILITY:

CRITICAL TASKS:	DESCRIPTORS:		

DPE PD-212

NAME _____ Page ___ of ___

wppr

Signatures

*EMPLOYEE _____ IMMEDIATE SUPERVISOR _____ DEPARTMENT HEAD OR DESIGNEE _____

*Your signature indicates that you and your supervisor have discussed and mutually agree on this work plan.

II SPECIAL PROJECTS AND ASSIGNMENTS	PERFORMANCE EXPECTATIONS	RATING 1,2,3,4, or 5	ACTUAL PERFORMANCE AND COMMENTS
GOAL: end result or accomplishment toward which an organization is working during a given period			
CRITICAL ACTIVITIES: activity that is so important that if it is not achieved within the specified time frame, the goal will not be reached	**OBJECTIVES:** the measures or criteria used to appraise the employee's performance		
GOAL:			
CRITICAL ACTIVITIES:	**OBJECTIVES:**		

C-6

92

93

GOAL:

CRITICAL ACTIVITIES:	OBJECTIVES:		

C.7

GOAL:

CRITICAL ACTIVITIES:	OBJECTIVES:		

DPE PD-310

APPENDIX D
AFFIRMATIVE ACTION LIST
(Recruitment Sources)

Affirmative Action Director
Office of State Personnel
Administration Building
Raleigh, NC 27611

Career Services Center Director
Bennett College
301 S. Macon Street
Greensboro, NC 27401

Department of Community Colleges
Division of Staff Development
Education Building, Room 162
Raleigh, NC 27611

Governor's Special Assistant for
Minority Affairs
Governor's Office, State Capitol
Raleigh, NC 27611

Affirmative Action Officer
Hardbarger Jr. College of Business
PO Box 2505
Raleigh, NC 27602

Affirmative Action Officer
Johnston Technical Institute
PO Box 2350
Smithfield, NC 27577

Affirmative Action Officer
Kings College of Durham, Inc.
Durham Center, 410 W. Chapel Hill St.
Durham, NC 27701

Affirmative Action Officer
Kings College of Raleigh, Inc.
211 W. Martin Street
Raleigh, NC 27611

Affirmative Action Officer
Livingstone College
Placement Office
Salisbury, NC 28144

Affirmative Action Officer
Elizabeth City State University
Parkview Drive
Elizabeth City, NC 27909

Executive Director
Commission of Indian Affairs
PO Box 27228, Room 228
Raleigh, NC 27601

Executive Director
NC Council on the Status of Women
526 N. Wilmington Street
Raleigh, NC 27604

Affirmative Action Officer
Peace College
15 E. Peace Street
Raleigh, NC 27604

Affirmative Action Officer
Pembroke State University
Placement Office
Pembroke, NC 28372

Affirmative Action Officer
St. Augustine's Office
1315 Oakwood Avenue
Raleigh, NC 27611

Affirmative Action Officer
Shaw University
118 E. South Street
Raleigh, NC 27602

Affirmative Action Officer
Wake Technical College
9101 Fayetteville Road
Raleigh, NC 27603

Affirmative Action Officer
Winston-Salem State University
Station A
Winston-Salem, NC 27102

Affirmative Action Officer
Lousiburg College
510 N. Main Street
Louisburg, NC 27549

Affirmative Action Officer
Meredith College
3800 Hillsborough Street
Raleigh, NC 27611

Affirmative Action Officer
NC Agricultural and
Technical Institute
Greensboro, NC 27411

Affirmative Action Officer
North Carolina Central University
Shepard Station
Durham, NC 27707

Affirmative Action Officer
North Carolina State University
2205 Hillsborough Street
Raleigh, NC 27607

Regional Director
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

Regional Director
Western Regional Education Center
514 E. Marshall Street
Waynesville, NC 28786

Regional Director
Central Regional Education Center
1401 N. Arendell Ave.
Zebulon, NC 27597

Regional Director
North Central Regional Ed. Center
3012 E. Bessemer Avenue
Greensboro, NC 27405

Regional Director
Northeast Regional Education Center
PO Box 1028
Williamston, NC 27892

Regional Director
Northwest Regional Education Center
201 Curtis Bridge Road
Wilkesboro, NC 28697

Regional Director
South Central Regional Ed. Center
PO Box 786
Carthage, NC 28327

Regional Director
Southwest Regional Education Center
619 Wall Street
Albemarle, NC 28001

OTHERS RECEIVING VACANCY ANNOUNCEMENTS

Cabinet Members
Human Relations Councils/Commissions (City, County, or State)
Institute of Government
NC Black Leadership Caucus
Career Planning and Placement Officers (Public and Private Colleges/
Universities)
Local Education Agencies
Community Colleges/Technical Institutes

APPENDIX E

STATE DEPARTMENT OF PUBLIC INSTRUCTION

RECRUITMENT AND EMPLOYMENT GUIDELINES

I. ESTABLISHING RECRUITING PROCEDURES

When a vacancy occurs or a new position is established and a replacement employee is needed, the following procedures are required:

- Approval to fill the vacant position must be secured from the State Superintendent or his designee. This approval is usually initiated by the appropriate Assistant State Superintendent, or Regional Director for the Department of Public nstruction. This release of the position can be secured only through the use of Personnel Form 200. These forms are available on the IBM 5520.

- The Division Director or designated manager should verify the official classification of the position, education and experience requirements, salary grade, budgeted amount and availability of salary reserve if needed before beginning with official recruiting efforts.

- If the position is at a level that requires advertising through the use of a numbered vacancy announcement, the Division Director should submit a draft of the employment authorization/vacancy announcement (Personnel Form 200) to the Office of Personnel Management. This vacancy announcement will be edited as needed and typed in final copy, reproduced and disseminated by the Office of Personnel Management. If special instructions are required for this dissemination, they should be clearly stated.

- For the purpose of clarification, all positions at Salary Grade 70 and above shall be considered professional and will be advertised in accordance with the Department's policy which requires that a vacancy announcement be distributed to each of the 143 Local Education Agencies and posted in designated areas in the Department's locations. To ensure that opportunity is provided for clerical, technical, and administrative support employees to apply for promotional opportunities, it is now required that all clerical/ administrative support positions be advertised at least within the Department. The Office of Personnel Management will provide more comprehensive internal advertising as requested. Also, it is required that all positions at Salary Grade 63 and above be advertised by the use of a separate numbered vacancy announcement.

.. All numbered vacancy announcements must have a ten-workday "open for applications" period.

.. All clerical/technical vacancies must be posted until a suitable candidate can be identified through reviewing an appropriate mix of applications. These positions should be kept open at least one week.

. When employees of the Department have been affected by a Reduction-in-Force, the Department will follow the procedures outlined in the Reduction-in-Force policy approved by the State Board of Education and the Office of State Personnel. The Reduction-in-Force policy has been distributed to employees and copies are available in each division, including the Office of Personnel Management.

. Media Advertising -- If it is determined that a specific position requires an aggressive recruiting program, the Office of Personnel Management will prepare a suitable classified advertisement, subject to the approval of the appropriate supervisor, and will assume responsibility for placing the ad in the identified advertising sources.

II. RECRUITING PROCEDURES

In compliance with the State Personnel Commission's recruiting and referral system, the Office of Personnel Management will list each vacancy with the Employment Security Commission if recruitment for that position is intended by the Department. If recruiting is extended beyond the Department of Public Instruction and the local school administrative units, the Employment Security Commission will be requested to make referrals of qualified applicants. A copy of each vacancy announcement will be sent to the Reduction-in-Force Assistance Plan, Office of State Personnel, for a certified listing of qualified applicants on file for that class.

Special Note: AFFIRMATIVE ACTION RECRUITING

With regard to the Agency's commitment to affirmative action/equal employment opportunity, the positive efforts of all agency administrators to achieve this objective will be closely monitored. In this concerted effort to implement our adopted affirmative action plan, the State Superintendent has named an Affirmative Action Officer. This employee has the delegated responsibility and authority to assist agency management in ensuring compliance in all employment related activities. He/She is available to offer guidance to Division Directors and other administrators on all aspects of affirmative action. Further, he/she will work in close cooperation with the Office of Personnel Management in developing policies, planning workshops, and other activities relevant to affirmative action. The Department has a specified form for use in reporting to agency management the affirmative action efforts used in recruiting/promoting for positions. A copy of this form will be completed and included in the 210 package for recommending an employment action.

- The vacancy announcement instructions advise applicants to return applications to the Office of Personnel Management within established time limitations. At the point of collection of the applications, the Office of Personnel Management records basic data on all applications received including date of receipt, race, sex, position applied for, and supervisor's name who will process the application. Any supervisor receiving applications for a specific vacancy should route the application to the Office of Personnel Management for the same processing. Applicants must submit an application (Form 107) to the Office of Personnel Management in order for it to become an "official application" in this employment process.

- The Office of Personnel Management will acknowledge receipt of applications from applicants pursuing a position that has been advertised by a vacancy announcement (or by a newspaper advertisement.)

COMMUNICATING WITH APPLICANTS

- The Office of Personnel Management will serve as coordinator of screening committees as needed in the recruiting process. The screening committees will determine the applicants to be interviewed in the event the total number of applications received exceeds a reasonable number for the appointing authority to interview for the vacant position. The appropriate supervisor shall be primarily involved in the selection/appointment of a screening committee who will in turn select the applicants to be interviewed for the position. Consideration should be given to an appropriate representation of minorities, females, handicapped, and representation of other concerned groups on the screening committees.

III. INTERVIEWING PROCEDURES

When conducting employment interviews, the functions of the position should be kept in mind and not the image of the employee being replaced. The interviewing supervisor should evaluate the minimum education and experience required to allow someone to function in the position after completing a customary training period. The supervisor should keep in mind that the new employee will be subject to the provisions of the probationary employment policy. A new employee is not granted permanent status until the ability to function in the position is demonstrated. This period of probationary employment can be extended from three to nine months.

While different positions require different interviewing techniques in order to effectively match the best person with the position, all interviews should be conducted in a similar manner. To ensure that all

applicants are given equal treatment, it is recommended that all applicants are consistently asked the same questions. This planned interview method will permit the supervisor to evaluate the applicant's responses objectively.

In the event the applicant is likely to be recommended for employment in a specific position, three letters of reference should be requested. These references should primarily include information on job performance, intellectual ability, quality of relationships with people, and career goals.

IV. EMPLOYMENT PROCEDURES

Final selection and employment recommendations are to be made at the Division level with appropriate input from higher authorities. In coordination with other interviewing supervisors or section heads, the Division Director should submit the employment request to the Assistant State Superintendent. This level of management will consult with the EEO Officer to ensure that positive affirmative action recruiting efforts have been conducted and that equal employment opportunity practices have been observed.

When the Deputy State Superintendent, or other official, and EEO Officer have officially approved the employment action, the employment request will be submitted to the Superintendent or his designee for final review. The employment request will then be routed to the Personnel Director. The Personnel Director will notify the Assistant Superintendent, Regional Director, or other authority designated when hiring may proceed. If modifications are made in the effective date, salary rate, etc., the contact person will be appropriately advised. The Division Director should contact the potential employee and confirm the employment commitment. In all employment actions, at least ten working days must be allowed between the time the written recommendation is made and the date for the employee to report for work.

Special Note: Reduced in force employees and other employees with priority employment rights must be considered before any employment action can occur. The Department has an obligation to give priority consideration to employees included in the Reduction-in-Force.

The Division Director, or authorized supervisor, should prepare the employment request directed to the Personnel Director with the understanding that approval is required at all levels of management before it can be acted on officially by the Office of Personnel Management. The State Superintendent or designee shall approve all employment requests. Supervisors should avoid any commitment of employment to applicants until approval is given by all levels.

The Form 210 Package must include the following items for processing and approval in the Office of Personnel Management.

- Personnel Action Request - Form 210
- Application (original and 1 copy)
- Three references checked and attached to back of application for new hires
- Affirmative Action Form
- Copy of Social Security Card (on 8 1/2 X 11 paper)
- Credential Verification Form completed, signed, and dated
- Wage Agreement (for positions subject to the Fair Labor Standards Act)
- Applicant Referral Record and Worksheet completed

Space should be provided on the letter for signatures indicating approval of appropriate authority;

- Cabinet Member, Deputy State Superintendent
- EEO Officer
- State Superintendent
- Division Directors should contact the Office of Personnel Management before making a final salary commitment for new employees.

The Personnel Director or designee will notify managment as soon as the 210 package is processed. If the effective date of employment should change from the date submitted on the Form 210, notify the Office of Personnel Management immediately in writing.

V. NOTIFICATION TO APPLICANTS

When a decision to fill a position has been fill a position has been approved by all levels, the Office of Personnel Mangement shall forward a letter to each applicant informing them that they have been selected or not selected for designated vacancy.

The Division Director should submit a "reported to work" letter to the Personnel Director on the new employee's first day of employment. If this date differs from the originally requested date, this should be brought to the attention of the Personnel Director to ensure proper salary payment.

On the first day of employment, the Division Director should contact the Office of Personnel Management to arrange an appointment for the new employee orientation program (about one-half hour).

VI. REDUCTION-IN-FORCE

Purpose

The purpose of the reduction-in-force policy is to provide equitable procedures and fair treatment for the separation and recall of employees because of shortage of funds or work, abolishment of a position, or other material change in duties or organization.

Policy

Retention of employees in classes affected shall be based on systematic consideration of all the following factors: type of appointment, relative efficiency, actual and/or potential adverse impact on protected group individuals, and length of service. Temporary, probationary, and trainee employees in their initial six months of training shall not be retained in classes where permanent employees (those who have completed a probationary or equivalent trial period) must be separated in the same or related class.

The Agency Head or his/her designee shall provide the following information in writing to the employee as soon as possible regarding the affects of the reduction-in-force and priority consideration rights.

(1) the reason for the reduction-in-force.
(2) the effective date of separation.
(3) priority consideration and the process of recall if applicable.

The Office of Personnel Management shall provide technical assistance to management and employees in the event a reduction-in-force is necessary. The following resources will be provided:

(1) the effect upon benefits.
(2) the employee's priority status and re-employment consideration.
(3) the availability of assistance in seeking other employment through the dissemination of vacancy announcements and establishing a cooperative effort with the Office of State Personnel for facilitating referral to other State Government placement opportunities.
(4) the right of appeal to the State level for a review to assure that systematic procedures were applied.

Affirmative Action Statement

In accordance with federal guidelines affecting equal employment opportunity and affirmative action, any applications of the Reduction-In-Force Policy will be analyzed to determine its impact in this area. A goal of the Department of Public Instruction is to achieve full parity with the racial distribution of the population; therefore, all decisions concerning a reduction-in-force will be examined by management to ensure that they do not cause underutilization by race and sex or adversely impact any protected groups.

Alternatives to Layoffs to Minimize Damage to EEO Gain

To the extent that the agency can implement measures to avoid a Reduction-In-Force, alternatives will be considered and evaluated. These alternative include but are not limited to:

--- agency wide hiring freeze.
--- transfer of employees to an area where they may retrain or already possess the minimum skills to perform the job.

--- work sharing (to the extent that positions affected are conducive for such).

If after thorough consideration and evaluation, alternatives are not feasible or do not meet the department's needs, layoffs will be planned.

Balancing Relative Efficiency and Length of Service

When reductions-in-force are being accomplished through separation of an employee where funds have been deleted for that specific position, a relative efficiency evaluation is not necessary. If an employee is separated as part of a reduction in the number of employees within a unit or program, a thorough evaluation must be done. In doing the evaluation, the department will strive to strike a reasonable balance between employees relative efficiency and length of service considering all of the following:

--- employee's work record (performance).
--- employee's skills (capability of being transferred and/or retrained).
--- length of service. This will not be used alone since there is no direct correlation between length of service and the ability to perform other tasks. Consequently, the agency's long range manpower needs will not be met in addition to a decrease in protected group representation or recent gains since minorities are usually the last hired. Length of service may be taken into consideration if a tie exists between two employees having comparable qualifications .

Reporting Procedures

The appointing authority (supervisor) will prepare a preliminary report to the appropriate management level and EEO Officer which identifies the protected group(s) where representation would be adversely affected by the lay off. This report will include an impact analysis of the reduction-in-force on the protected groups.

The report will include a description of the relevant divisions' status with regard to Affirmative Action goals including the area(s) in which reasonable representation has been achieved and additional areas in which particular difficulty in meeting Affirmative Action goals has been encountered. The report will include a list of documented attempts and alternatives actually utilized before effecting the layoff.

The preliminary report will be routed through the appropriate associate/assistant superintendent or deputy/associate/assistant controller and the EEO Officer for their review and signature of approval. The report at this time will automatically become the Final Report and Final List for layoffs. A failure to obtain approval of the individuals listed above would indicate damage to EEO gains and signal the preparation of a new preliminary report and preliminary list with less damaging effects.

Procedures for Internal Dissemination of the Reduction-In-Force Policy

The Reduction-In-Force Policy will be disseminated to all Department of Public Instruction managers. The Policy will be included in the Agency Affirmative Action Plan and the Personnel Manual where it is accessible to all employees.

Other Reduction-In-Force Issues

Other policy and procedure items regarding reduction-in-force, not specifically addressed in the Department of Public Instruction's policy, will be implemented according to the State policy found in Section 5 of the State Personnel Manual.

APPENDIX F

DEPARTMENT OF PUBLIC INSTRUCTION
FORM 200

_____
(For Personnel Use Only)

EMPLOYMENT AUTHORIZATION/VACANCY ANNOUNCEMENT FORM

This form is to be completed with each vacancy and routed to the Office of Personnel Management after appropriate signatures have been obtained. For clerical-technical positions, the due date is Monday at 9:00 a.m. for the Tuesday vacancy announcement. For professional positions, the due date is Wednesday at 9:00 a.m. for the Thursday vacancy announcement.

Position Classification _____

Working Title _____

15 Digit Position Number _____

Organizational Area or Regional Center _____

Employee Replaced _____

Salary Grade _____ Budgeted Amount _____ Source of Funds _____

Closing Date Desires _____

Check One:

___ Internal Announcement (open to DPI Employees only)

___ External Announcement (open to DPI employees and the general public)

General Duties of Position:

Form 200

(Suggested Guidelines for Completing Personnel Form 200 for Employment Authorization)

This attached form is to be completed with each vacancy and routed to the Director, Division of Personnel.

It is the intent of the Division of Personnel to provide each area, division, or section with the kind of advertising that reaches the most applicants with the kinds of education, experience, and vocational interests that would make them interested in the employment opportunities with the Department of Public Instruction. In order to initiate this advertising, we feel that it is important that we provide the "General Duties" and the "Recruitment Standards" sufficiently clear to encourage the quality of applicant to apply for our vacant positions. These general suggestions and this attached "Request for Advertising" form are intended to make it easier for the assigned supervisor to put together the basic for a vacancy announcement. Upon request, the Division of Personnel will provide guidance and suggestions for developing any aspect of vacancy announcement. For the purpose of offering suggestions, we have provided the following suggestions for developing the two primary sections of a vacancy announcement:

General Duties: This section must provide a general statement and then by more detailed statements of the type of work and responsibilities which characterize the job. Distinguishing characteristics of the position such as variety and difficulty of work, relative independence of action, supervision received and exercised, travel requirements, etc. should be outlined. This can be followed with a listing of examples of duties performed which illustrate a more specific picture of the duties assigned to the position. This area is not intended to limit the duties which may be assigned to an employee in the position but is intended to give an employee a general outline of the responsibilities and functions of the position.

Recruitment Standards -- Qualifications: This section specifically addresses (a) knowledge, skills, and abilities -- qualifications established in terms of what is required of a new employee at the time of employment into the position. They represent the most desirable combinations of education and experience that have been determined essential to success in the classification and for this specific position; (b) minimum education and experience -- translates knowledge, skills, and abilities into specific education and experience standards necessary for the position. Again, these standards are intended for entry level with the understanding that on-the-job training will develop the new employee to the desired level; (c) special requirements -- address specific licensure, certifications, graduate degrees, minimum coursework requirements, etc. necessary for the particular position that will allow an employee to function at entry level. These special requirements must be justifiable and acceptable to the Office of State Personnel if this represents a major departure from the established recruitment standards for the classification.

This form should be reviewed by the levels of management who are responsible for recruitment and selection of employees. This signed form signifies that the Department Head has authorized this position for the advertising process.

If you need assistance in completing these forms, please call the Division of Personnel at 3-4300.

P.3

APPENDIX G

Form 210

DEPARTMENT OF PUBLIC INSTRUCTION
PERSONNEL ACTION REQUEST

(Submit in Duplicate)

___ Promotion ___ New Hire Date Prepared _____

___ Demotion ___ Transfer

Employee Name _____ Soc. Sec. No. _____

Employee Replaced _____ Position Classification _____

Organizational Area _____ Working Title _____

Contact Person's Name _____ Telephone Number _____

	Company	Funding Source	Certified* Level	Object	RCC**	Center	Amount Requested	FTE %
MSA Account Number								
MSA Account Number								
MSA Account Number								
MSA Account Number								

Position Number _____ Eff. Date of Employment _____

Requested Salary _____ Grade/Step _____ Budgeted Salary _____

Reserve Requested _____ Projected Termination Date _____
(If temporary employee)

Justification for Selection and Salary Requested: (SEE ATTACHED)

AUTHORIZATION
(Will not be accepted without management's signature)

_____ _____
Cabinet Member Date

_____ _____
State Superintendent/Designee Date

_____ _____
Director, Division of Fiscal Control Services Date

_____ _____
Director, Division of Personnel Date

Form 210 is to be completed in duplicate with proper signature before forwarding to the Division of Budget Management for processing.
NOTE: Affirmative Action Form must be submitted on new hires and internal transfers. Form 210 will not be processed without the Affirmative Action Form, Credentials Verification Form, Wage Agreement and Applicant Referral Record and Worksheet.

* First 4 digits of Center (example: 1000, 1100, 1200, etc.)
** Use Old RCC if more than one funding source

Budget Office Use Only

_____ J-10 Ref # _____ Date Approved ___/___/___
_____ BD-606 Ref # _____ Date Approved ___/___/___
_____ PD-105 Date Approved ___/___/___
_____ Update Payroll
___/___/___ Date entered into the Budgetary Position Control System.

APPENDIX H

EMPLOYMENT SECURITY COMMISSION
OF NORTH CAROLINA

Labor Market Information Division
Post Office Box 25903
Raleigh, North Carolina 27611

STATE OF NORTH CAROLINA

MANPOWER INFORMATION

FOR

AFFIRMATIVE ACTION PROGRAMS

1985

Labor Market Information Director
Labor Market Information Division
Post Office Box 25903
Raleigh, North Carolina 27611

1988 Manpower Information for Affirmative Action Programs

STATE OF NORTH CAROLINA

The percent distribution of the civilian labor force was developed as a guide for users involved in an affirmative action program. The percentage distribution by sex and minority were developed from the 1980 Census of Population to be applied to the most recent annual average civilian labor force, employment, and unemployment data. Data are available for the state, metropolitan statistical areas, and counties.

To determine the number of employed and unemployed persons by sex and race, multiply the percent distribution of each breakout as shown by the appropriate annual average employment and unemployment data for the area. The sum of the employed and unemployed produces the labor force. The percent distribution of the labor force is derived by dividing the sex or race breakout by the total labor force. To determine the unemployment rate for the sex or race breakout (i. e., white, black, etc.), divide the unemployed for that group by the corresponding labor force total.

ANNUAL AVERAGE CIVILIAN LABOR FORCE, 1988

CIVILIAN LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	UNEMPLOYMENT RATE
3,343,000	3,222,000	121,000	3.6

SEX AND RACE	CIVILIAN LABOR FORCE	EMPLOYED	UNEMPLOYED
TOTAL	100.0	100.0	100.0
White	x	80.2	61.8
Black	x	18.4	36.0
American Indian, Eskimo, & Aleutian	x	0.9	1.6
Other	x	0.5	0.6
Spanish Origin[1]	x	0.7	1.2
Total Minority[2]	x	20.5	39.4
FEMALE	100.0	100.0	100.0
Percent of Total			
Employed *44.8*	---	---	---
Unemployed *52.1*	---	---	---
White	x	78.1	59.6
Black	x	20.5	38.4
American Indian, Eskimo, & Aleutian	x	0.9	1.3
Other	x	0.5	0.7
Spanish Origin[1]	x	6.4	6.3
Total Minority[2]	x	22.6	41.6

[1]Persons of Spanish Origin may be of any race.
[2]Sum of Black; American Indian, Eskimo, and Aleutian; Other; and Spanish Origin.

EMPLOYMENT SECURITY COMMISSION OF NORTH CAROLINA, Labor Market Information Division

Project Supervisor, Joe Richardson
Staff, Ray Partin

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POPULATION BY RACE AND SEX

North Carolina

1980

Race	Number		Percent Distribution		Civilian Labor Force Participation Rate	
	Total	Female	Total	Female	Total	Female
Total	5,881,766	3,026,381	100.0	100.0	63.5	53.8
White	4,460,570	2,281,788	75.8	75.4	64.6	53.6
Black	1,319,054	693,587	22.4	22.9	60.0	54.6
American Indian, Eskimo, and Aleutian	65,960	33,404	1.1	1.1	61.2	53.1
Asian and Pacific Islander	21,681	13,294	0.4	0.4	58.6	49.0
Other 1/	14,501	4,308	0.3	0.2	56.2	43.6
Spanish Origin 2/	56,039	26,523	1.0	0.9	60.7	50.9
Total Minority 3/	1,477,235	771,116	25.1	25.5	60.0	54.3

1/ Includes race not elsewhere classified.

2/ Persons of Spanish Origin may be of any race.

3/ Sum of Black; American Indian, Eskimo, and Aleutian; Asian and Pacific Islander; Other; and Spanish Origin.

SOURCE: 1980 CENSUS OF POPULATION

ACTIVE JOB APPLICANTS
REGISTERED FOR WORK WITH THE NORTH CAROLINA
EMPLOYMENT SECURITY COMMISSION
By County of Residence

March 31, 1989

STATE OF NORTH CAROLINA

Occupational Group	Total	Female		Minority	
		Number	% of Total	Number	% of Total
TOTAL	187,527	88,354	47.1	80,654	43.0
Professional, technical, and managerial	18,123	7,995	44.1	4,172	23.0
Clerical and sales	34,696	26,025	75.0	11,876	34.2
Service	22,324	14,406	64.5	13,121	58.8
Farming, forestry, and fisheries	2,238	522	23.3	1,059	47.3
Processing	6,255	3,096	49.5	3,629	58.0
Machine trades	19,938	7,201	36.1	8,172	41.0
Bench work	16,528	12,196	73.8	8,091	49.0
Structural	21,645	1,051	4.9	8,598	39.7
Miscellaneous	25,846	6,160	23.8	13,279	51.4
Information not available	19,934	9,702	48.7	8,657	43.4

SOURCE: North Carolina Employment Security Commission, Labor Market Information Division

OCCUPATIONS OF THE CIVILIAN LABOR FORCE BY SEX AND RACE, 1980

NORTH CAROLINA

OCCUPATION	CIVILIAN LABOR FORCE									FEMALE								
	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY
TOTAL, ALL OCCUPATIONS	2,741,078	2,176,170	526,723	25,095	9,827	20,010	2,164,368	521,738	576,710	1,235,923	954,368	263,712	11,369	5,037	9,124	949,105	261,288	286,818
MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS	504,402	446,480	52,525	2,509	2,888	2,934	443,927	52,144	60,475	224,000	188,422	33,184	1,529	865	1,313	187,363	32,930	36,637
Officials and Administrators	178,760	165,495	11,926	731	608	862	164,681	11,878	14,079	48,654	43,364	4,803	309	178	271	43,119	4,777	5,535
Management Related Occupations	52,278	47,916	4,032	226	104	274	47,668	4,006	4,610	20,247	18,072	2,018	112	45	143	17,934	2,013	2,313
Engineers, Architects, and Surveyors	25,614	24,011	990	58	555	177	23,834	990	1,780	1,396	1,270	109	5	12	5	1,265	109	131
Mathematical, Computer & Natural Scientists	10,484	9,655	633	18	178	45	9,612	631	872	2,537	2,172	327	7	31	16	2,158	325	379
Health Diagnosing Occupations	12,860	11,925	582	31	322	131	11,797	579	1,063	1,617	1,437	134	6	40	16	1,421	134	196
Health Assessment and Treating Occupations	37,221	32,764	4,166	140	151	196	32,599	4,135	4,622	31,949	27,950	3,731	130	138	149	27,829	3,703	4,120
Teachers, Postsecondary	19,826	17,246	2,081	71	428	240	17,015	2,072	2,811	8,732	7,366	1,237	31	98	96	7,276	1,231	1,456
Teachers, Except Postsecondary	100,196	78,992	20,087	860	257	611	78,548	19,920	21,648	80,702	63,414	16,362	734	192	460	63,099	16,217	17,603
Counselors, Educational and Vocational	5,218	3,993	1,181	44	0	28	3,965	1,181	1,253	3,316	2,531	762	23	0	22	2,509	762	807
Librarians, Archivists, and Curators	4,717	3,848	800	30	39	15	3,839	794	878	3,891	3,125	704	23	39	9	3,116	704	775
Social Scientists and Urban Planners	3,323	2,972	329	15	7	7	2,972	322	351	1,253	1,063	175	8	7	7	1,063	168	190
Social, Recreation, and Religious Workers	21,376	17,847	3,297	186	46	88	17,815	3,241	3,561	8,033	6,025	1,872	113	23	36	6,010	1,851	2,023
Lawyers and Judges	7,530	6,972	525	12	21	59	6,921	517	609	860	697	163	0	0	6	697	157	165
Writers, Artists, Entertainers, and Athletes	24,599	22,844	1,896	87	172	201	22,661	1,878	2,338	10,813	9,936	787	28	62	77	9,867	779	946
TECHNOLOGISTS AND TECHNICIANS	68,967	58,262	9,747	300	658	515	57,806	9,688	11,161	34,222	27,587	6,227	149	259	244	27,377	6,193	6,845
Health Technologists and Technicians	25,169	19,573	5,297	126	173	149	19,465	5,256	5,704	20,810	16,324	4,261	120	105	113	16,240	4,232	4,570
Engineering and Related Technologists and Technicians	19,481	17,559	1,709	89	124	162	17,413	1,693	2,068	4,928	4,192	690	13	33	53	4,142	687	786
Science Technicians	4,873	3,971	849	12	41	27	3,944	849	929	2,138	1,742	396	0	0	7	1,735	396	403
Technicians, Except Health, Engineering, and Science	19,444	17,159	1,892	73	320	177	16,964	1,890	2,460	6,346	5,329	880	16	121	71	5,260	878	1,086
SALES OCCUPATIONS	241,291	220,032	19,296	1,174	789	1,426	218,876	19,024	22,413	113,962	100,137	12,596	684	545	959	99,384	12,390	14,578
Supervisors and Proprietors, Sales Occupations, Salaried	24,411	22,802	1,449	110	50	122	22,686	1,443	1,725	6,381	5,794	517	40	30	37	5,763	511	618
Supervisors and Proprietors, Sales Occupations, Self-employed	12,448	11,641	606	129	72	59	11,582	606	866	2,887	2,643	183	39	22	34	2,609	183	278
Sales Representatives, Finance and Business Services	35,465	33,613	1,692	85	75	132	33,495	1,678	1,970	11,089	10,430	615	14	30	76	10,362	607	727
Sales Representatives, Commodities, Except Retail	34,278	33,149	1,005	63	61	133	33,040	981	1,238	4,339	4,027	297	7	8	41	3,992	291	347

OCCUPATIONS OF THE CIVILIAN LABOR FORCE BY SEX AND RACE, 1980

NORTH CAROLINA

OCCUPATION	CIVILIAN LABOR FORCE									FEMALE								
	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY
Sales Workers, Retail and Personal Services	134,104	118,279	14,507	787	531	980	117,527	14,279	16,577	89,053	77,049	10,965	584	455	771	76,464	10,779	12,599
Sales Related Occupations	585	548	37	0	0	0	548	37	37	213	194	19	0	0	0	194	19	19
ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL	384,688	331,709	50,032	2,049	898	2,031	330,038	49,672	54,650	294,016	256,581	35,253	1,496	686	1,450	255,365	35,019	38,651
Supervisors, Administrative Support	19,493	17,084	2,239	125	45	114	16,990	2,219	2,503	8,016	6,960	982	52	22	46	6,921	975	1,095
Computer Equipment Operators	9,085	7,681	1,307	65	32	66	7,631	1,291	1,454	5,744	4,863	836	31	14	48	4,831	820	913
Secretaries, Stenographers, and Typists	104,798	94,548	9,624	455	171	437	94,195	9,540	10,603	103,106	93,070	9,422	443	171	430	92,724	9,339	10,382
Information Clerks	18,682	16,066	2,432	116	68	112	15,958	2,428	2,724	15,766	13,656	1,953	103	54	86	13,574	1,949	2,192
Records Processing Occupations, Except Financial	20,940	17,124	3,633	126	57	63	17,073	3,621	3,867	16,215	13,231	2,854	93	37	40	13,197	2,848	3,018
Financial Records Processing Occupations	48,533	45,275	3,018	117	123	252	45,059	2,982	3,474	43,622	40,777	2,649	96	100	226	40,585	2,615	3,037
Duplicating, Mail and Other Office Machine Operators	1,040	813	205	18	4	18	795	205	245	719	577	130	12	0	15	562	130	157
Communications Equipment Operators	6,176	5,054	1,076	46	0	42	5,017	1,071	1,159	5,621	4,638	937	46	0	20	4,618	937	1,003
Mail and Messenger Distributing Occupations	14,155	11,363	2,725	50	17	59	11,312	2,717	2,843	3,452	2,772	662	18	0	4	2,768	662	684
Material Recording, Scheduling, and Distributing Clerks, N. E. C.	50,238	40,104	9,642	386	106	332	39,856	9,558	10,382	17,048	13,959	2,906	128	55	135	13,833	2,897	3,215
Adjusters and Investigators	12,540	10,735	1,717	69	19	55	10,680	1,717	1,860	7,959	6,629	1,257	54	19	28	6,601	1,257	1,358
Miscellaneous Administrative Support Occupations	79,008	65,862	12,414	476	256	481	65,472	12,323	13,536	66,748	55,449	10,665	420	214	372	55,151	10,591	11,597
SERVICE OCCUPATIONS	314,848	197,376	112,789	3,046	1,637	2,816	195,804	111,544	119,043	193,700	117,839	72,776	1,983	1,102	1,642	117,008	71,965	76,692
Private Household Occupations, Service	21,489	5,136	16,175	143	35	195	5,097	16,019	16,392	20,502	4,710	15,614	143	35	182	4,671	15,471	15,831
Supervisors, Protective Service Occupations	1,662	1,488	159	9	6	0	1,488	159	174	78	55	23	0	0	0	55	23	23
Firefighters and Fire Prevention Occupations	4,015	3,463	528	12	12	0	3,463	528	552	161	147	14	0	0	0	147	14	14
Police and Detectives	13,649	11,004	2,441	197	7	98	10,924	2,423	2,725	1,106	793	284	29	0	27	774	276	332
Guards	13,181	10,665	2,407	102	7	138	10,543	2,391	2,638	1,870	1,353	511	6	0	12	1,347	505	523
Food Preparation and Service Occupations	99,221	70,120	27,158	902	1,041	1,067	69,365	26,846	29,856	69,535	50,134	18,012	703	686	648	49,666	17,832	19,869
Health Service Occupations	43,564	26,403	16,759	281	121	294	26,287	16,580	17,276	36,907	22,855	13,738	227	87	208	22,782	13,603	14,125
Cleaning and Building Service Occupations, Except Household	72,503	33,877	37,663	798	165	670	33,644	37,226	38,859	26,143	8,461	17,216	366	100	317	8,395	16,965	17,748
Personal Service Occupations	45,564	35,220	9,499	602	243	354	34,993	9,372	10,571	37,398	29,331	7,364	509	194	248	29,171	7,276	8,227
FARMING, FORESTRY, AND FISHING OCCUPATIONS	94,461	68,755	23,861	1,711	134	806	68,322	23,488	26,139	15,697	9,645	5,686	321	45	98	9,592	5,641	6,105
Farm Operators and Managers	42,491	37,325	4,615	510	41	197	37,187	4,556	5,304	4,269	3,486	711	72	0	29	3,461	707	808

OCCUPATIONS OF THE CIVILIAN LABOR FORCE BY SEX AND RACE, 1980

NORTH CAROLINA

OCCUPATION	CIVILIAN LABOR FORCE									FEMALE								
	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY
Farm Occupations, Except Managerial	32,287	17,156	14,234	830	67	421	16,964	14,005	15,323	9,208	4,555	4,377	231	45	49	4,542	4,341	4,666
Related Agricultural Occupations	10,526	7,506	2,857	144	19	73	7,489	2,801	3,037	1,780	1,342	430	8	0	7	1,340	425	440
Forestry and Logging	6,162	4,023	1,937	195	7	76	3,976	1,908	2,186	272	139	123	10	0	0	139	123	133
Fishers, Hunters, and Trappers	2,995	2,745	218	32	0	39	2,706	218	289	168	123	45	0	0	13	110	45	58
PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS	378,298	321,625	51,201	4,848	624	2,697	319,503	50,626	58,795	39,068	30,374	8,094	418	182	315	30,151	8,002	8,917
Supervisors, Mechanics and Repairers	3,756	3,541	183	32	0	36	3,506	182	250	126	121	5	0	0	0	121	5	5
Mechanics and Repairers	73,497	63,127	9,614	712	44	562	62,687	9,492	10,810	2,568	2,110	426	32	0	24	2,086	426	482
Electrical and Electronic Equipment Repairers	20,450	18,629	1,715	83	23	88	18,553	1,703	1,897	1,373	1,148	223	0	2	0	1,148	223	225
Miscellaneous Mechanics and Repairers	19,989	16,907	2,880	184	18	154	16,774	2,859	3,215	1,687	1,264	399	24	0	16	1,248	399	439
Construction Trades Occupations	129,647	108,335	18,251	2,890	171	976	107,615	17,995	22,032	3,355	2,481	805	67	2	87	2,444	755	911
Extractive Occupations	1,444	1,210	226	8	0	0	1,210	226	234	52	35	17	0	0	0	35	17	17
Supervisors, Production Operations	67,792	59,111	8,115	485	81	427	58,747	8,052	9,045	11,776	9,874	1,749	125	28	76	9,805	1,742	1,971
Precision Metal Working Occupations	17,480	15,115	2,188	127	50	133	15,001	2,169	2,479	1,670	1,140	514	16	0	6	1,140	508	530
Precision Woodworking Occupations	9,738	7,898	1,757	54	29	61	7,855	1,739	1,883	4,025	2,974	1,020	17	14	26	2,960	1,008	1,065
Precision Textile, Apparel, and Furnishings Machine Workers	12,201	10,126	1,833	131	111	109	10,026	1,822	2,173	5,448	4,395	900	71	82	40	4,358	897	1,090
Precision Workers, Assorted Materials	5,398	4,582	735	47	34	25	4,559	733	839	2,470	2,085	325	31	29	2	2,083	325	387
Precision Food Production Occupations	9,666	6,809	2,773	69	15	98	6,759	2,725	2,907	3,033	1,672	1,330	26	5	38	1,648	1,316	1,385
Precision Inspectors, Testers, and Related Workers	2,534	2,064	444	9	17	11	2,053	444	481	1,155	820	320	9	6	0	820	320	335
Plant and System Operators	4,706	4,171	487	17	31	17	4,156	485	550	330	255	61	0	14	0	255	61	75
OPERATORS AND FABRICATORS	595,882	428,243	157,290	7,650	1,909	4,949	425,609	155,765	170,273	281,774	198,055	77,532	4,433	1,383	2,436	196,779	76,743	84,995
Metalworking and Plastic Working Machine Operators	17,814	14,229	3,415	139	17	93	14,165	3,400	3,649	6,323	4,893	1,388	42	0	41	4,862	1,378	1,461
Metal and Plastic Processing Machine Operators	5,618	3,784	1,692	130	7	28	3,770	1,683	1,848	1,965	1,259	675	24	7	5	1,259	666	706
Woodworking Machine Operators	13,014	9,932	2,914	114	12	101	9,882	2,905	3,132	2,504	1,917	555	20	12	0	1,917	555	587
Printing Machine Operators	8,725	7,445	1,187	65	28	72	7,387	1,173	1,338	3,329	2,799	470	45	15	43	2,756	470	573
Textile, Apparel, and Furnishings Machine Operators	182,234	127,940	50,120	3,161	1,013	1,582	127,012	49,466	55,222	145,734	102,203	40,009	2,593	929	1,232	101,472	39,508	44,262
Machine Operators, Assorted Materials	43,713	30,619	12,307	660	127	356	30,359	12,211	13,354	15,433	10,932	4,144	270	87	135	10,830	4,111	4,603

OCCUPATIONS OF THE CIVILIAN LABOR FORCE BY SEX AND RACE, 1980

NORTH CAROLINA

OCCUPATION	CIVILIAN LABOR FORCE									FEMALE								
	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY	TOTAL	TOTAL WHITE	TOTAL BLACK	AMERICAN INDIAN	OTHER RACES	HISPANICS	WHITE NOT HISPANIC	BLACK NOT HISPANIC	TOTAL MINORITY
Miscellaneous Machine Operators	86,279	57,930	26,976	971	206	818	57,575	26,709	28,704	34,447	22,804	11,051	434	88	306	22,649	10,978	11,798
Fabricators, Assemblers, and Hand Working Occupations	65,563	47,892	16,445	850	376	516	47,529	16,292	18,034	29,510	19,964	8,835	485	226	197	19,849	8,753	9,661
Production Inspectors, Testers, Samplers, and Weighers	45,639	34,155	10,751	620	133	373	33,918	10,615	11,721	32,803	24,407	7,790	517	89	261	24,251	7,685	8,552
Motor Vehicle Operators	90,802	68,293	21,718	729	62	584	67,901	21,526	22,901	6,364	4,585	1,715	52	12	43	4,565	1,692	1,799
Rail Transportation Occupations	2,788	2,314	462	12	0	0	2,314	462	474	20	8	6	6	0	0	8	6	12
Water Transportation Occupations	1,117	1,057	60	0	0	11	1,046	60	71	62	51	11	0	0	0	51	11	11
Material Moving Equipment Operators	32,576	22,875	9,342	329	30	203	22,751	9,263	9,825	3,280	2,324	930	18	8	14	2,310	930	970
HANDLERS, EQUIPMENT CLEANERS, HELPERS, AND LABORERS	158,241	105,247	50,392	9,032	391	1,456	104,520	49,845	53,721	39,483	26,246	12,552	543	105	345	26,085	12,405	13,398

Source: 1980 Census